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ABSTRACT

This document consists of the project reports for the first two program years of Project LEEWAY: Steps to Success, a program at Lee College (Baytown, Texas) designed to promote and facilitate access to vocational-technical education and training, especially for women in nontraditional careers. The 1993-94 report discusses the development of this program designed to assist students in gaining access to vocational education programs through three program components: basic academic skills upgrading, workshops and courses addressing nontraditional careers and personal and career development, and student support services such as financial aid resource identification, tutoring, and child care, textbook, and transportation assistance. The report describes these activities: recruitment through social service agencies; assessement testing; career development; developmental studies; tutoring; and additional student support services. Results show a 90 percent completion rate and improved scores on measures of self-esteem and basic skills. Appendixes include forms, advisory committee minutes, and grant application. The 1994-95 report describes activities and improvements, including creation of a program brochure and poster for recruitment purposes; development of Quickstart, a 5-week noncredit, full-day program prior to full technical program enrollment to provide intensive preparation for success in technical training; continued student support services; and Women's Career Fair. It reports a 60 percent completion rate. Appendixes include forms and news articles. (YLB)

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ED 395 178

Project LEEWAY: Steps to Success
Project Manual
1993-1994

Project Manual
1994-1995

Lee College
Baytown, Texas

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Project Leeway

Steps to Success

1993-1994

Lee College
Baytown, Texas

Project Manual

June 1994

PROJECT LEEWAY
Steps to Success

Lee College
Baytown, Texas

June 1994

Preface

Project LEEWAY: Steps to Success was begun in July 1993, as a program to recruit low income, academically disadvantaged individuals into nontraditional technical programs and to then provide them needed support services to help assure their success. This project was similar to, and in many ways mirrored **Project LEEWAY for Single Parents** that was implemented during the 1992 - 1993 year.

This has been a very successful project that was very much needed in our community. We provide this manual as a guide for other community colleges who may wish to replicate any or all of the project components.

If we can supply any further information, please feel free to contact the 1993-94 **Project LEEWAY** staff:

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PROJECT LEEWAY: Steps to Success

Lee College

Baytown, Texas

for Program Year 1993-1994

Project LEEWAY: Steps to Success is a program designed to promote and facilitate access to vocational/technical education and training at Lee College, especially for women, in nontraditional careers. The program began its first year of operation in the summer of 1993 and was funded by a Carl Perkins Discretionary Grant. The program was designed to assist students, particularly women, in gaining access to vocational education programs through three program components:

(1) basic academic skills upgrading;
(2) workshops and courses emphasizing nontraditional careers, and personal and career development issues; and
(3) student support services such as child care, textbooks, transportation assistance, financial aid resource identification, and tutoring.

Requirements for Participation

Participation in **Project LEEWAY: Steps to Success** was limited to individuals with low to moderate incomes and who needed to improve basic academic skills such as reading, writing, and math, before enrolling in college-level courses. The program was designed to target persons who had experienced a major transition in their lives, who needed to prepare for a new job by returning to school, and who had expressed an interest in learning about nontraditional career options.

Goals and Objectives

Project LEEWAY: Steps to Success had seven goals as stated in the Grant Application (see Appendix D, beginning on page 60). These goals included:

1. Assessment and goal setting for each participant.
2. Improvement of basic academic skills.
3. Career exploration, with emphasis on nontraditional careers, including interaction with role models.
4. Self-esteem building.
5. Improvement of workplace readiness skills in self-management, problem solving, and teamwork.
6. Student support in the form of financial aid resource identification, child care, textbooks and transportation assistance, and tutoring to aid in retention.
7. Statewide dissemination of information on **Project LEEWAY: Steps to Success** program design, implementation strategies and results.

GETTING STARTED

Key Personnel

Personnel for **Project LEEWAY: Steps to Success** included a project coordinator and counseling advisor. The staff worked with the Special Projects Coordinator to organize the entire program.

Clare Bush Fleming was hired to be project coordinator. Ms. Fleming was hired to work 60% of her time on the project. She had five year's experience working with adult women in special populations in a technical/vocational setting at the college level, as well as teaching experience in special education.

Kirstine Taylor was selected as the counseling advisor for **Project LEEWAY.** Ms. Taylor, a member of the Lee College counseling staff, worked 15% of her time on the project. Ms. Taylor has served as a counselor in the vocational area at Lee College for two years.

Advisory Committee

A seven member advisory group was formed in July with representation from community service providers. The committee consisted of the following:

K.C. Hill	Bay Area Women's Center
Carmen Torres	Lee College Hispanic Educational Access Committee
Larry Paine	Department of Human Services
Susan Stock	Baytown Housing Authority

(Advisory Committee members cont'd.)

Robert Swanagan	Lee College Black Educational Access Committee
Barbara Trachte	YMCA
Dora Phillips	Lee College student/ LEEWAY participant

The committee had its first meeting on August 24, 1993, and its second meeting on March 21st, 1994. Minutes of the meetings are included in Appendix B, pages 32-35. The committee provided advice and input in recruitment activities. Members referred potential participants to the **Project LEEWAY** staff during the enrollment period.

Recruitment Activities

Staff distributed flyers and contacted social service agencies, such as the Baytown Housing Authority and the Department of Human Services. They worked with the Black Educational Access Committee and Hispanic Educational Access Committee on the Lee College campus. Staff met with the Lee College counseling department, who then actively recruited potential participants.

Screening Applicants. Individuals expressing an interest in the program were asked to fill out a Student Information form (see Appendix A, page 21). Applicants who had not previously completed the Lee College enrollment process were assisted with the admissions application, the Lee College placement tests, and with financial aid applications. Applicants were screened to assure that they were income eligible, and that they were in need of basic skills improvement.

Registration Assistance

A meeting was held in August with all applicants who met the guidelines of the **Project LEEWAY** program. The entire program was explained in detail. Students were individually counseled, and based on placement test scores and individual needs, were registered for the fall semester. Students who could not attend this meeting were assisted during the regular registration process.

Students who had not yet received their Pell Grants were given short-term loans through the Lee College Financial Aid office until the Pell Grant monies were received (see form in Appendix A, page 22).

Twenty students were enrolled in **Project LEEWAY: Steps to Success** for the fall semester. The number of participants was limited by grant funding. The participants, all female, were 60 percent Black, 35 percent Hispanic, and 5 percent Caucasian. The average age of the group was 29, with a range of 21 years to 46 years. All were recipients of AFDC and/or food stamps.

FALL SEMESTER

Assessment Testing

Each participant was given a battery of tests which included:

1. Lee College Placement Tests
2. Test of Adult Basic Education (TABE)
3. Coopersmith Inventory of Self-Esteem
4. Learning and Study Strategies Inventory (LASSI)
5. Employability Assessment and Job O-A
6. Sigi-Plus

The Lee College Placement Tests were given before registration. The Self-Esteem Inventory and the LASSI were completed during the first week of class. The Test of Adult Basic Education (TABE) was originally planned for the first week of class; however, the test required several hours to complete, and instead was administered during the second week of classes. The Employability Assessment and Job O-A were administered during the first month of class. In addition, students were able to use the SIGI-Plus, a computer based career planner.

College Study Skills

Tuesday and Thursday, all students participated in College Study Skills from 9:00 to 10:15 am, for which they each received three semester hours of credit.

This course was taught by Kirstine Taylor, **LEEWAY** counselor. This class was especially designed for returning students and focused on the following:

- *taking control of your learning
- *getting back into school
- *juggling schedules for home, work, school, and children
- *getting needed resources
- *study skills
- *using the library
- *note taking skills
- *best use of learning style information
- *self-confidence building

Career Exploration

Students then participated in Career Exploration activities from 10:30 to 11:30 am on Tuesdays and Thursdays. Individuals from the community who were succeeding in nontraditional career occupations were enlisted as guest speakers. Students were provided the opportunity to learn about emerging, high demand careers and to develop their own career goals. These careers included law enforcement, drafting, welding, instrumentation, electronics, industrial electricity, and emergency medical technician.

Each career presentation included information on educational requirements, aptitudes and interests needed, salaries, and area employment outlooks. Students were able to ask questions and to talk individually with each speaker. Other topics addressed included sex equity, interview skills, and resume development.

Also built into this section was a series of workshops sponsored by the Pilot Club of Baytown, a local service organization. These workshops replaced the originally scheduled parenting forums, and included topics such as Self Esteem, Helping your Child Succeed in School, Family Safety, Family Nutrition, and Dressing for Success.

Participants were also invited to "shadow" workers in the community in specialized job fields. Students enjoyed learning first hand about jobs in the business world; and the workers enjoyed having the students visit their job sites.

Students who successfully completed these activities received one semester hour of credit for Psych 1100.

Developmental Studies

Monday, Wednesday and Friday, all students participated in developmental reading, writing, and/or math classes. These were scheduled individually according to each person's level, as determined by the Lee College placement testing done prior to the start of the semester. These studies included computer aided instruction in reading so that learning was individualized and self paced. Other developmental studies were conducted in small classes. These classes provided three semester hours of credit each. All participants were enrolled in at least two developmental classes.

Tutoring

Tutoring in technical and basic academic courses was available through the Perkins Basic Grant. Tutoring was provided in a one-to-small group format, and most **LEEWAY** participants received assistance through this program. In addition, the **LEEWAY** coordinator was available to tutor students on Tuesdays and Thursdays from 11:30 to 12:30, following Career Exploration.

Additional Student Support Services

Based on a Student Needs Survey (see Appendix A, page 23), participants were provided support services as needed:

1. **Academic and vocational counseling**
   The **Project LEEWAY** counseling advisor served as the primary counselor for all the participants; however, participants were also able to make full use of the Lee College Counseling Center.

2. **Financial aid resource identification**
   Participants with special needs were referred to local service providers such as the Department of Human Resources, Baytown Housing Authority, and others. Students were also assisted with Pell Grant applications, scholarships, and student assistant jobs on campus.

3. **Textbook assistance**
   Each student who had not received approval for Pell Grant eligibility for the beginning of fall semester, received up to $150 worth of books and supplies at the Lee College Bookstore.

4. **Child care assistance**
   The project staff assisted students in locating sources of child care assistance. For those not eligible through other programs, child care services were contracted with the YMCA, which operates the Barney Gray Child Care Center on the Lee College Campus. Participants received up to $50 per child per week for child care expenses. (Child care information and forms are located in Appendix A, pages 24-26).

5. **Emergency transportation assistance**
   Participants were provided temporary assistance with transportation difficulties, usually up to $25 in a semester. Students were also encouraged to carpool. Occasionally, the **Project LEEWAY** staff drove students to or from school when necessary.

Fall Semester Evaluation

The fall semester was evaluated by participants, as well as by the **Project LEEWAY** staff. The results of these evaluations are included in the evaluation section.

SPRING SEMESTER

Registration for Spring Semester

In December, each student was counseled individually and registered by the counseling advisor. Participants were mainstreamed, as appropriate, into regular vocational programs. Those students who needed additional basic academic development were enrolled into Developmental Math, Reading, and/or Writing. All participants were also required to enroll in MGMT 1309, Personal and Occupational development. A majority of students enrolled in 12 to 15 semester hours. Eighteen of the original 20 students who began the program in August registered for the spring semester.

MGMT 1309 - Personal and Occupational Development

The **Project LEEWAY** staff felt that the participants would benefit from an additional course to further develop work readiness, and personal and occupational goals, while allowing participants to meet during the spring in one common course. This course required students to create, implement, and evaluate personal and occupational goals. Students were also required to read ten articles on their chosen careers, write a personal resume, and learn interview techniques. Students met together weekly to discuss progress; students also met individually with the instructor to discuss individual progress on goal setting and planning.

Tutoring

Tutoring was again provided by Perkins Basic Grant funds through the Counseling office. Since participants were taking classes in a variety of vocational programs, special tutors were also provided to help students with special needs, such as computer and nursing courses.

Continued Support Services

Project LEEWAY: Steps to Success continued to provide support services in the spring semester as follows:

1. **Academic and vocational counseling**
   Students developed an educational plan for completion of the vocational programs they were studying.

2. **Textbook assistance**
   Students who did not receive financial aid by December 1994, were provided assistance with textbooks and materials for the spring semester.

3. **Child care assistance**
   Child care assistance continued. Again, participants received up to $50 per week per child, for child care expenses.

4. **Emergency transportation**
   Students needing assistance with emergency transportation issues were given $25 to help with taxi, gasoline, or repairs.

Final Assessment Testing

In order to better evaluate the program, the Coopersmith Inventory of Self-Esteem and the Test of Adult Basic Education (TABE) test were repeated in May. Results of these tests are reported in the Results section of this report.

Evaluation

The spring semester was evaluated by participants, as well as by the **Project LEEWAY** staff and the advisory committee. The results of these evaluations are included in the evaluation section.

RESULTS

Completion Rate

Project LEEWAY: Steps to Success began in the fall semester with 20 students. Eighteen students completed the fall semester, for a 90% completion rate. Of the 18 students who began spring semester, 13 are continuing their studies for a completion rate of 72%. The over all completion rate for the year is 65%, lower than the targeted goal of 75%.

Students who dropped out of the program were contacted to learn reasons for withdrawal. Reasons for withdrawal included the following:

Moving from the area
Serious illness in the family
Injury accident of a family member
Financial - need to work fulltime

Self-Esteem

The entire **Project LEEWAY: Steps to Success** program was designed to provide participants with opportunities to feel successful and to progress toward definite goals. The testing assessments and career workshops were completed to help students determine their own goals and to develop a plan for success. The project staff served as resources to the students so that they could achieve their goals.

The Coopersmith Inventory of Self-Esteem was given to participants during the fall semester. The test was repeated in May of the spring semester. Average scores, on a scale of 1 to 100, were as follows:

Beginning of Fall 1993	59
End of Spring 1994	71

Test of Adult Basic Education (TABE)

The TABE was administered once at the beginning of fall semester, in math and in writing. The Nelson Denny reading test was used to determine grade levels in reading in the fall. At the end of spring semester, the TABE was administered for all three subjects: reading, math and writing. Results of average scores are as follows:

	August 1993	May 1994
Reading	8.0	10.8
Math	7.9	10.8
Writing	8.3	9.5

Career Exploration

A Career Interest Survey was conducted in early September and again in May to see if the career workshops had influenced the career choices of the participants. The career discussions influenced 75% to choose a different career, while 25% made no changes.

EVALUATION

Student Evaluations

Participants in **Project LEEWAY: Steps to Success** evaluated the components of the program each semester. (See forms used in Appendix A, pages 28-30). Each category received from one to five points from each student, with 5 being **Extremely helpful** and 1 being **Not helpful.** The numbers below reflect the average scores attained on the 1 to 5 scale.

End of Fall Semester:

Individual and group counseling	4.6
Workplace Readiness to improve skills in work attitudes, and general employability	4.2
Testing - helpful with minimal stress	4.2
Career Exploration - Speakers from various professions to discuss careers	4.2
Tutoring - beneficial to student's academic progress	4.4
Child care - its benefit to the student	4.8

Based on the evaluations above, the participants in Project LEEWAY were very pleased with each area of the program, with special emphasis on the particular supportive services offered such as counseling, tutoring and child care.

The following comments were included in the evaluations:

> "Child care is a great benefit. It allows me to attend classes so I can get an education."
>
> "I really enjoy myself in class very much."
>
> "I really enjoy this program. It is very helpful and encouraging. It gives better self esteem."
>
> "LEEWAY is great. I wish I knew it existed earlier. I will advise anyone to enroll in LEEWAY."
>
> "LEEWAY has been a great help to me in more than one way. I appreciate the concern of the people that form the LEEWAY program."
>
> "This class has been most beneficial to me as a nontraditional student returning to college after many years."

End of Spring Semester

Individual and group counseling	4.5
*Tutoring - beneficial to student's academic progress	4.8
*Child care - its benefit to the student	4.7

MGMT 1309 - Personal and Occupational Development	3.6

*Only students using tutoring and child care services completed the evaluation in these areas.

The **LEEWAY** staff was pleased that students continued to see great benefit in the support services offered, such as counseling, tutoring, and child care.

The following comments were included in the evaluations:

> "I feel like I benefitted most from the Personal and Occupational Development Class in that it convinced me that I was definitely in the wrong career."
>
> "LEEWAY is very helpful; it is like a foot in the door to help you get started and it helped me a lot."
>
> "I was really impressed by the individual and group sessions."
>
> "The program is great. It gave me a good start when I decided to come back to school."
>
> "I feel it's a great help to all who are involved in it."

Staff Evaluations

A meeting was held at the end of each semester with the special projects coordinator, the program coordinator, and the counseling advisor. Each component of the program was discussed and adjustments were made or noted for the next program year.

Fall Semester

The staff was happy with group and individual counseling, tutoring, child care, work place readiness and career exploration.

Spring Semester

The staff felt that the MGMT 1309 class, while having great potential to assist the students in their career exploration and work place readiness skills, should be eliminated from the program for next year. Many students experienced great difficulty in attending this class each week, due to class scheduling conflicts and work conflicts during the spring semester. The staff also felt that students were asking for greater independence by the end of spring semester, and as they experienced more and more success in school, they disliked continuing to meet as a group.

The staff felt that a new group of participants should be allowed to start mid-year. Many requests were received from individuals wanting to enroll into the program, but with limited funding available, it was impossible to do this.

Over all, the staff felt that the **Project LEEWAY: Steps to Success** was a great success. Hopefully, it will be funded again for the 1994-1995 school year, and at a level to allow a second mid-year group to enroll in this program, so that other individuals in our community will benefit from this great project!

ASSISTANCE TO OTHER ELIGIBLE STUDENTS

Project LEEWAY was able to assist other nontraditional students this year, with the following support services:

Child care	4 students
Textbooks	2 students
Transportation	9 students

APPENDIX

A

FORMS

Project Leeway

Student Information

Social Security Number ____________________ Date ________________

Name ____
Last First Middle Initial

Address ____
No. and Street/Apartment No.

____
City State Zip

Telephone ______________________ Alternate Telephone ______________

Marital Status: __Married __Unmarried __Widowed __Divorced ___Separated

Do you have children? __Yes __No Ages of children ____________________

Do the children live with you? ______________________________________

Financial Aid

Have you applied for financial aid? __Yes __No When? ________________

Have you been awarded financial aid for the fall/spring semester? ____________

Will you be receiving services through AFDC or NCI? __Yes __No Which one? __

Educational History:

High School ____
High School Name Year Graduated

If GED earned, give date ______________ Name of institution ____________

Other Education ____

Have you taken the Lee College Placement tests yet? __Yes __No

Educational Goal:

What is your main objective in attending Lee College? ____________________

____

For Office Use Only

Placement Test Scores:
Reading_____ Writing_____
Math________

Interviewed by____________________
Dates contacted:__________ __________
__________ __________ __________

Financial Aid

Please fill out one of the following two forms:

1. I,______________________________, have received notification that I will
Name
receive a Pell Grant for the______________________semester at Lee College.
Semester/Year

____
Your signature

____
Social Security No.

____
Today's Date

2. I,______________________________, have made application for a Pell
Name
Grant for ______________________semester at Lee College. I understand
Semester/Year
that the short-term loan I will receive from Lee College for tuition will be repaid by the Pell Grant when it arrives. I further understand that if for any reason I am not eligible for a Pell Grant, I am responsible for repayment of the loan.

____
Your signature

____
Social Security No.

____
Today's Date

Project Leeway

Student Survey

Name________________________________ Date__________________

Address____
No. and Street/Apartment No.

____
City State Zip

Home Telephone________________ Alternate Telephone ________________

In order to help the Project Leeway staff serve your needs, please complete the following survey:

I would like help with:

Yes	Maybe	No		Yes	Maybe	No	
☐	☐	☐	1. Financial aid	☐	☐	☐	9. Personal concerns
☐	☐	☐	2. Finding work	☐	☐	☐	10. Learning disability
☐	☐	☐	3. Learning English	☐	☐	☐	11. Physical disability
☐	☐	☐	4. Reading skills	☐	☐	☐	12. Health problem
☐	☐	☐	5. Study skills	☐	☐	☐	13. Commuter information
☐	☐	☐	6. Writing skills	☐	☐	☐	14. Work experience credit
☐	☐	☐	7. Math skills	☐	☐	☐	15. Day care information
☐	☐	☐	8. Choosing major/career	☐	☐	☐	16. ________________

Other comments or concerns:______________________________________

____

PERKINS CHILD CARE ASSISTANCE

USEFUL INFORMATION TO READ FIRST:

1. Child care must be applied for **each semester**.

   Since we do not receive enough money to assist each person who applies, **you must apply early**. Ask Clare Fleming in the Special Populations Office when applications will be available for next semester.

2. You must have a Technical/Vocational major to qualify for child care assistance.

   This means you may major in **any certificate program,** or in any 2 year program leading to an **A.A.S degree**. (A.A. degrees and A.S. degrees do **not** qualify.)

3. You must be able to show you are income eligible. Your Pell Grant award letter shows us this.

   If you are not receiving a Pell Grant, talk to Clare Fleming. There may still be hope.

4. Our child care assistance program pays for YMCA child care at the Barney Gray Center on the Lee College campus. If the hours or program do not meet your child's needs, contact Clare Fleming.

STEPS TO FOLLOW:

1. Read page 1 of application.
   Complete page 2 of application down to solid line.
   Complete page 3 of application.

2. Take pages 2 and 3 of application with you to Barney Gray Child Care Center.
   Ask them to complete the bottom of page 2 for you, below the solid line.
   Give them page 3 of the application to keep for their records.

3. Return page 2 to the Special Populations office, TV1 - Room 113.
   At this time, attach a copy of your permit to register (available in the admissions office) and a copy of your Pell Grant Award letter; both of these should represent the semester for which you are requesting child care.

DIRECTIONS TO BARNEY GRAY CHILD CARE CENTER (713-422-5073)

From the main campus, head west on Texas Avenue. Go one block past the intersection where Decker flows to the right. You will pass the Teachers Credit Union on your right, and the library on your right. Barney Gray is a one-story building which sits on the right, behind a playground with play equipment. Turn right into the driveway immediately before you pass the play equipment.

Office use only:
Date submitted________________________
Permit to register________________________
Pell Grant Award Letter____________________

____
semester for which you are applying

CHILD CARE ASSISTANCE APPLICATION

Name of Lee College student	SS#		
home phone number	message phone number		
street and apt. #	town	state	zip
major	date you hope to graduate		

Pell Grant status: (circle one) approved pending
Award Amount:__________

Do you receive AFDC? (circle one) yes no
If yes, have you applied to NCI for child care assistance? (circle one) yes no
If yes, how recently?____

Do you receive food stamps? (circle one) yes no

Do you live in Public or Section 8 housing? (circle one) yes no

Children for whom you need child care:

Name	Birth Date	Age	Grade in School

THIS SECTION TO BE COMPLETED BY CHILD CARE CENTER

Based on the Lee College Student's request for services, we estimate weekly child care costs to be $__________.

____
signature of child care staff member **name of child care center**

RETURN THIS SHEET TO THE LEE COLLEGE SPECIAL POPULATIONS OFFICE

Dear Child Care Provider:

The student named below is applying for one semester of Perkins child care assistance. If approved, Lee College will notify you of this approval and will then provide you with necessary guidelines and invoices.

If you have questions, please contact:

Clare Fleming
Special Populations Office
Lee College
P.O. Box 818
Baytown, TX 77521
(713) 425-6559

TO BE COMPLETED BY LEE COLLEGE STUDENT:

Name of Lee College student SS#

home phone number message phone number

street and apt. # town state zip

Children for whom you need child care:

Name	Birth Date	Age	Grade in School

GIVE THIS SHEET TO CHILD CARE CENTER STAFF

Project Leeway

Parenting Survey

1. How many children do you have?______________________________

How old are they?______________________________

Do all of your children live with you?______________________________

2. Place a check mark by any topics below that you would like to hear discussed in a Parenting Seminar:

_____ Single parenting
_____ Talking to your children
_____ Discipline--Too much or not enough?
_____ Helping your child in school
_____ Making time for yourself (Time management)
_____ Keeping your children out of trouble--drugs, gangs, etc.
_____ Making "Quality" time with your children
_____ Helping preschoolers get ready for school
_____ Latch key children
_____ Family violence
_____ Security at home
_____ Handling stress

3. The topics above are only suggestions. Are there any topics that you would like to hear that are not listed?

____

____

4. Do you have any other suggestions for the once-a-month parenting seminars?

____

Project Leeway

1st Semester Evaluation

Please help improve the Project Leeway program by evaluating each of the components of the program.

5 – Extremely helpful
3 – Somewhat helpful
1 – Not helpful

1. Individual and group counseling. 5 4 3 2 1

2. Workplace Readiness to improve skills in work attitudes, and general employability. 5 4 3 2 1

3. Testing–helpful with minimal stress. 5 4 3 2 1

4. Career Exploration–Speakers from various professions to discuss careers. 5 4 3 2 1

5. Tutoring–Did you participate in the tutoring program? ___Yes ___No
If yes, please evaluate its benefit to your academic progress. 5 4 3 2 1

6. Childcare–Did you participate in the childcare program here at Lee College? ___Yes ___No
If yes, please evaluate its benefit to you. 5 4 3 2 1

7. Parenting Seminars–Please evaluate their benefit to you. 5 4 3 2 1

8. __________________________________ 5 4 3 2 1

Comments about the program:____

____

____

Project Leeway

2nd Semester Evaluation

Please help improve the Project Leeway program by evaluating each of the components of the program.

5 – Extremely helpful
3 – Somewhat helpful
1 – Not helpful

1.	Individual and group counseling.	5 4 3 2 1
2.	Tutoring–Did you participate in the tutoring program this semester? ___Yes ___No If yes, please evaluate its benefit to your academic progress.	5 4 3 2 1
3.	Childcare–Did you participate in the childcare program here at Lee College? ___Yes ___No If yes, please evaluate its benefit to you.	5 4 3 2 1
4.	MGMT 1309–Personal and Occupational Development	5 4 3 2 1
5.	________________________________	5 4 3 2 1

Comments about the program:____

____

____

Suggestions for improvement:____

____

____

Project Leeway

Career Interests

Initial Survey

Please list below three career fields in which you are most interested:

Your Name

Today's Date

Project Leeway

Career Choice

Final Survey

Now that you are near completion of your first semester of college work, please take a few moments to tell us what career you have selected to study next semester. Try to be specific.

1st Choice

2nd Choice

3rd Choice

Did the Career Exploration workshops with speakers from various occupations influence your decision at all? __Yes __No

Your Name

Today's Date

APPENDIX

B

ADVISORY COMMITTEE MINUTES

LEE COLLEGE
PROJECT LEEWAY
ADVISORY COMMITTEE
MINUTES

August 24, 1993

The first advisory committee meeting for the 1993-94 project year was held on August 24, 1993.

Members present: Reuben DeHoyos, Larry Payne, Susan Stock, Robert Swanagan, and Jacquelyn Tamayo. Sally Griffith attended as project staff.

Sally Griffith began the meeting with a welcome to the committee. All members introduced themselves. Mrs. Griffith gave an overview of the project, especially noting ways in which this project would differ from the Single Parent project for 1992-93:

- -Emphasis will be on gender equity. Students will explore non-traditional careers.
- -Participants can be married or single (with or without children).

Recruitment

Brochures were distributed to all committee members and their assistance was requested to help attract qualified participants. It was noted that 15 prospective students had completed the application for the program and that an additional 6 had begun application.

Career Awareness

Committee members were asked to identify models for career awareness; i.e., women who are successfully filling jobs non-traditional for their gender.

Parenting Skills

The committee agreed that the involvement of the Pilot Club to conduct the forums and to serve as mentors was very positive.

Suggestions by the committee:

1. Distribute more flyers to area churches and through the elementary schools as parents are registering students.
2. Expand the project to start groups each semester. The committee felt that there were more than enough potential students to fill the program.

3. Inform students of transportation assistance for taxi vouchers available through the City of Baytown.

4. Seek additional funding so that program can be maintained each year.

The meeting was adjourned at 6:00 pm.

Respectfully submitted,

Sally Griffith

Sally Griffith, Special Projects Coordinator

LEE COLLEGE
PROJECT LEEWAY
ADVISORY COMMITTEE MINUTES

March 21, 1994

The second advisory committee meeting for the 1993-94 project year was held on August 24, 1994.

Members present: K.C. Hill, Bay Area Women's Center; Larry Paine, Department of Human Services; Dora Phillips, Project Leeway student; Susan Stock, Baytown Housing Authority; Robert Swanagan, Lee College Black Educational Access Committee; Carmen Torres, Lee College Hispanic Educational Access Committee; Barbara Trachte, YMCA; and Project Leeway staff: Clare Fleming, program specialist; Sally Griffith, project coordinator; and Kirstine Taylor, counselor.

Sally Griffith began the meeting with a welcome. All members introduced themselves.

Clare Fleming gave an overview of the current year's program. Twenty-one enrolled fall semester, seventeen continuing into spring semester. Highlights from fall semester included College Study Skills classes taught by Kirstine Taylor; presentations by women employed in nontraditional fields at Exxon, involvement of the Baytown Pilot Club, and units on resumes, career awareness, goal setting, sex equity, career dressing, time management. Students continue to meet weekly in a goal setting/career planning class.

Sally Griffith then introduced ideas for the upcoming grant proposal and asked for feedback. Included would be a five week intensive, non-credit class to coincide with Lee College Summer II Session, open to twenty-four participants. This session would be devoted to remedial reading, math and writing using an existing software program on campus; survival skills offered by Susan Stock; college study skills; career awareness; interest testing, etc. Fall semester would include college study skills class for credit. Spring semester might include brown bag lunches on parenting and/or nontraditional career symposiums for women. If possible, a second group of participants would start November 1st.

Feedback from committee members was very positive.

Suggestions by the committee:

> Seek new sources of child care monies in order to expand the program; specifically mentioned as possibilities were WalMart, Exxon and other corporate sources.

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In selecting applicants, concentrate on those working at a 6th grade level or above; and select applicants who will receive the greatest benefit from the child care services available.

Continue to seek speakers from the community to address women's issues in the work place.

The meeting adjourned at 1:30 pm.

Respectfully submitted,

Clare Bush-Fleming

Clare Bush Fleming, Project Leeway Program Specialist

APPENDIX

C

THIRD QUARTER REPORT

3rd QUARTER REPORT

Institution Name: Lee College

Project Name: Project LEEWAY Project # 44160018

Fice Code: 003583 Appropriation:$ 45,000

1. An advisory committee meeting is required no later than the first quarter and as needed to meet the goals of the project. Please provide the date of Advisory Committee Meeting(s) during the current quarter.

   Advisory Committee Meeting held 3/21/94. Minutes attached.

2. Comment on the project's progress (to date) on the achievement of goals/objectives in terms of the stated performance measures (Refer to Operational Format, Part F).

   See Third Quarter Progress Column on attached Operational Format.

3. Identify anticipated goals/objectives not achieved during the current quarter.

   See Third Quarter Progress Column on attached Operational Format.

4. List any problems or obstacles to successful completion of the project which were identified during this quarter.

   No problems that will hinder the successful completion of this project.

5. Describe how the problems or obstacles are being addressed.

   None noted.

6. Describe assistance requested from Staff Advisor and/or Federal Projects staff.

   None at this time.

Project Director ____________________ Date ____________

Grant Contact Person ____________________ Date ____________

PLEASE FORWARD THIS REPORT BY ____________ TO PROJECT ADVISOR. ATTACH A COPY OF THE MINUTES OF ANY ADVISORY COMMITTEE MEETINGS WHICH WERE HELD DURING THE QUARTER.

STAFF ADVISOR COMMENTS:

Staff Advisor's Signature Date

PLEASE FORWARD ONE SIGNED COPY OF THIS REPORT TO

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

PART C: OPERATIONAL FORMAT

jectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
ey Personnel)	Selection of project coordinator	Lee College President will select part-time coordinator by July 10, 1993. All applicable EEO/AA policies and procedures will be followed.	7-1-93 to 7-15-93	Complete		
	Selection of Counseling Advisor	Coordinator, Lee College Director of Counseling, and other Lee College staff will recommend part-time counseling advisor (25% time) by 8-1-93. Final selection to be made by Lee College President by 8-10-93.	7-10-93 to 8-10-93	Complete		
	Selection of part-time instructor for tutoring	Special Populations Coordinator, Project Coordinator and counseling advisor will select part-time bachelor degreed tutor by 9-5-93.	8-15-93 to 9-10-93	Combined with Project Coord. position		
ecruitment)	Form a 7-member advisory group with representation from community service providers and program participants to give input in recruitment and provide referrals to community resources.	Advisory committee will meet on or before August 15 to discuss project and recruitment strategies.	7-15-93 to 8-30-93	Complete		
		Meeting minutes will be on file in Special Populations office by 8-30-93.	8-15-93 to 8-30-93	Complete		

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
	Develop a program brochure to be utilized in recruitment process.	Project Coordinator will develop and print project brochure by 8-15-93.	7-15-93 to 8-15-93	Complete		
	Recruit returning students for Project LEEWAY: Steps to Success	Project Coordinator will conduct site visits to at least 5 community agencies and will meet with Lee College counseling and other key staff, all of whom can provide referrals to the program. Fifteen participants will be enrolled.	7-15-93 to 9-1-93	Complete - 20 participants were enrolled		

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
BJECTIVE 1 ssessment & oal Setting 00% of proram participants ill have develped a written areer plan by nd of first emester	Determine needed support services. Project staff will meet individually with each participant to determine support needs.	Documentation of student support needs will be in student records.	7-15-93 to 9-15-93	Complete		
	Assessment of each program participant.	Counseling advisor will select and acquire appropriate assessment materials for self-esteem, workplace readiness, and learning styles inventories.	7-15-93 to 9-15-93	Complete		
	Assessment of each program participant.	Counseling advisor will select and acquire appropriate assessment materials for self-esteem, workplace readiness, and learning styles inventories.	7-15-93 to 9-10-93	Complete		
	Each participant will complete a battery of tests to include: -Lee Col. Placement for grade equivalency -Computer-based career planner -self-esteem -workplace readiness -learning styles	Test will be completed and results in each student's record.	8-15-93 to 9-30-93	Complete		

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
	Enroll each student in three semester hour College Study Skill Class.	Project staff will assist students in enrollment process so that all participants are enrolled.	8-15-93 to 9-5-93	Complete		
	Enroll each student in three semester hour Introduction to Microcomputer class.	Project staff will assist students in enrollment process so that all participants who are unfamiliar with computers are enrolled.	8-15-93 to 9-5-93	Five are enrolled in Microcomputer class - Not feasible for others - We will provide an Introducti to computers as a seminar for others	Fourteen are registered in microcomputer class; introduction deemed unnecessary.	Complete
	Develop Career Plans. Project staff through group and individual sessions will assist each participant in completing a career plan.	Plans will be completed and a copy in each student's record.	8-15-93 to 12-15-93	In progress	Complete	
	Review and update career plans. Counseling advisor will meet with participant at least once during the second semester to review and update plans.	Copies of career plans will be maintained in student records. All files will be available in the Special Populations Coordinator's office.	1-10-94 to 6-30-94			6/30 Complete

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
BJECTIVE 2: asic Academic kills % of program ompleters will nprove basic ademic skills eading, writing, math) 2 grade vels or to a 0th grade ompetency, hichever is ss, by May 94.	Enrollment of participants in appropriate developmental classes. Project staff will assist students with registration and enrollment in classes.	All participants will be enrolled in 6-9 semester hours of developmental classes (reading, math, and/or writing).	8-15-93 to 9-5-93	Complete		
	Pre-test of basic academic skills. All participants will take tests to determine grade equivalent scores in reading, math, and language.	Tests will be completed and results on file.	8-15-93 to 9-10-93	Complete		
	Provide tutoring in basic academic skills. Part-time instructor will work with students to help students improve basic skills.	Student participation will be documented. 80% of students will evaluate the tutoring as beneficial to their academic progress.	9-10-93 to 5-15-94 6-1 to 6-30 as funding allows	On-going	On-going	On-going 5/15 Complete

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	
	Post-test of basic academic skills. All second-semester participants will take grade equivalency tests during April 1994 to determine gains in basic skills.	Tests will be completed and results on file by 4-30-94. Gains will be tabulated by 5-15-94 and available for review in the Special Populations Coordinator's office.	4-1-94 to 5-15-94	Complete

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
BJECTIVE 3: ocational Ex-loration. 100% f participants ill attend at east 10 workhops focused on areer exploraon.	Develop and implement weekly career exploration workshops. Project staff will develop workshop programs and speakers that provide information about current educational requirements, salaries, and job outlooks.	Student attendance and evaluation will be documented for each workshop session. 80% of program participants will evaluate the workshops as beneficial to their own career decisions.	8-15-93 to 12-10-93	On-going	Complete	
	Provide opportunities for students to interact with women working in emerging job fields.	At least 4 role models working in non-traditional career fields will make presentations at the weekly workshops. At least 10 students will "shadow" workers in the community who work in emerging job fields.	9-1-93 to 12-10-93	Career presentations are on-going. Shadowing will occur December	Career presentations complete. Four students have shadowed; 3 are in process.	Complete
	Document students' initial and final vocational interests. As part of orientation, each participant will list three career fields in which they are most interested. At the end of the fall semester, students will again select their top 3 choices.	Documentation and tabulation of career choices will be analyzed to determine impact of career exploration workshops.	8-15-93 to 12-10-93	Initial interest survey is complete.	Second interest survey complete.	

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
BJECTIVE 4: elf-Esteem uilding 0% of program ompleters will iow increase in lf-confidence id readiness to iroll in a voca- onal/ technical ogram.	Pre- and post measures to determine improvement in self esteem	Each student will complete an initial self-esteem inventory. Information will be presented to students by counselor by third week of semester. Second semester students will complete a post measurement by 4-30-94.	9-1-93 to 9-30-93 4-1-94 to 4-30-94	Complete		4/30 Complete
	Individual and group counseling will be provided.	Through exit interviews and written questionnaires, 80% of participants will evaluate counseling as helpful at both mid-program and at end of program.	9-1-93 to 12-15-93 1-15-94 to 5-15-94	On-going	Questionnaires completed.	

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
BJECTIVE 5: orkplace Read- ess 0% of pro- am completers ll show im- oved skills in rk attitudes, blem solving, d general ployability.	Project staff will plan and implement weekly workshops using the multimedia AIT Workplace Readiness curriculum and materials.	Through written questionnaires administered at the end of the first semester course, 80% of participants will evaluate the program as beneficial.	8-20-93 to 12-10-93	On-going	On-going classes conducted in resumes, career awareness, career selection, goalsetting, sex equity, career dress, time management. Also, weekly goal-setting/career planning classes scheduled 2nd semester.	Weekly goal setting/career planning classes on-going. 5/15 Complete
	Pre- and post test students for workplace readiness skills. Pre-test in first two weeks of first semester; post-test in last month of second semester.	80% of students will show improved skills in self-management, teamwork, and problem solving.	8-15-93 to 9-15-93 Post test 4-1-94 to 4-30-94	Complete		4/30 Complete

LEE COLLEGE
LEEWAY: Steps to Success

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

Objectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
OBJECTIVE 6: Student Support and Retention At least 75% of the program participants will complete the program before he end of the econd semester.	Initial needs assessment. Project staff will meet with each participant to complete an initial assessment of support needs.	Assessment will be completed for each participant by second week of first semester.	8-15-93 to 9-15-93	Complete		
	Academic & vocational counseling will be provided all participants.	Each student will have at least one group and two individual counseling sessions. 80% of participants will evaluate, through exit interviews and written questionnaires, the counseling provided as adequate and beneficial.	8-15-93 to 12-15-93 1-10-94 to 5-15-94	On-going Complete	On-going Complete	On-going 5/15 Complete
	Enrollment and registration assistance will be provided each student as needed in both first and second semesters.	All participants will be enrolled in appropriate classes by the third day of class in both the first and second semesters.	8-15-93 to 9-10-93 11-15-93 to 1-20-94	Complete		Complete

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Objectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
	Testing modifications will be provided so that all project testing and Lee College placement tests will be administered within course or workshop settings by instructors or project staff.	80% of program participants will evaluate the testing program as helpful with minimal stress. Exit interviews and written questionnaires will be used for this evaluation.	8-15-93 to 12-15-93	On-going	Complete	
	Financial aid resource identification assistance will be provided each participant.	Appropriate sources for funding will be located and applications submitted for all participants needing financial assistance.	8-15-93 to 9-30-93	Complete		
	Textbook assistance will be provided all participants for the first semester (up to $150). For those not receiving financial aid for the second semester, assistance of up to $175 will be provided.	Project staff will meet with Lee College Financial and Administrative Deans to establish a system for students to purchase textbooks. All students will have the required texts by the second week of the semester.	8-15-93 to 9-10-93	Complete		
			12-1-93 to 1-30-94			Complete
			6-1 to 6-30 as funding allows			

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

bjectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
	Child care assistance will be provided for participants. Any who are eligible for external sources of assistance will be networked with them. Those who do not qualify for other sources of funds will receive a maximum of $200 per month assistance.	Project staff will contact community service providers to determine sources of child care assistance.	8-15-93 to 8-30-93	Complete		
		All participants will be screened for eligibility from external sources. Those meeting criteria will be referred to other sources.	8-15-93 to 9-1-93	Complete		
		Project staff will negotiate contracts with area licensed child care centers to provide care for participants' children who cannot be served through other sources.	8-15-93 to 9-15-93	Complete		
		Project staff will monitor student enrollment status and class attendance to continue child care payments.	8-20-93 to 5-15-94 6-1 to 6-30 as funding allows	On-going	On-going	On-going 5/15 Complete
	Monthly parenting forums. Students will be surveyed for greatest parenting problems so that forum topics can be established.	Surveys will be completed and tallied by second week of first semester.	8-15-93 to 9-10-93	Pilot Club of Baytown, a women's service organization will be conducting forums beginning 10-14-93	Complete	

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TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

Objectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
	Project staff will organize and plan mandatory parenting forums once each month, September through November and January through April for all students receiving child care assistance.	Forum schedule will be published by the second week of the semester.	8-15-93 to 1-30-94	Pilot Club is planning and conducting series of six forums	Complete	
	Project staff will contract with consultants to present forums.	Contracts will be on file prior to each workshop. 75% of participants will evaluate the forums as productive and beneficial.	8-15-93 to 5-15-94	With budget negotiations, consultants were eliminated		
	Emergency transportation assistance will be provided participants who encounter difficulties with vehicles or carpools. Up to $100 assistance per student will be awarded.	Student use will be documented in student records which will be maintained in Special Populations office.	9-1-93 to 5-15-94 6-1 to 6-30 as funds allow	On-going	On-going	On-going 5/15 Complete

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

Objectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
	Tutoring will be provided program participants. First semester--basic academic skills; Second semester--basic academic skills and initial vocational coursework.	80% of participants will evaluate through written questionnaires the tutoring they received as beneficial.	9-10-93 to 5-15-94 6-1 to 6-30 as funds allow	On-going	On-going	On-going 5/15 Complete
	Project staff will conduct on-going followup of student progress and attendance. Staff will assure that support services are provided in a timely manner.	80% of participants will complete both semesters of the program and earn at least 18 semester credit hours.	8-15-93 to 5-15-94	On-going	On-going	On-going 5/15 Complete

LEE COLLEGE
LEEWAY: Steps to Success

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

Objectives	Activities	Performance Measures	Timeline	1st Quarter Progress	2nd Quarter Progress	3rd Quarter Progress
OBJECTIVE 7: Statewide dissemination. A project manual detailing program design, implementation, and results will be compiled and printed by June 30, 1994.	Summative evaluation will include: -evaluations by students of each program component. -evaluations by staff and instructors. -pre- and post-test documenting improvements in basic academic skills, self-esteem, vocational choices, workplace readiness.	Mid-year program evaluations will be performed and tabulated by the end of the first semester.	12-1-93 to 12-15-93		Complete	
		End of year evaluations will be completed and tabulated by the end of the second semester.	4-20-94 to 5-15-94			5/15 Complete
		Pre-tests will be taken by all participants by the second week of the first semester.	8-15-93 to 9-15-93	Complete		
		Post-tests will be taken by all participants in the last month of the second semester.	4-15-94 to 5-15-94			5/15 Complete
		All gains and improvements will be documented for each participant and totalled for the project by 6-10-94.	5-1-94 to 6-10-94			6/10 Complete
	Project Coordinator will compile information about the project--planning, implementation, and results for statewide dissemination.	Project manual will be compiled and printed by 6-30-94.	7-1-93 to 6-30-94			Complete

APPENDIX

D

GRANT APPLICATION

narrative

[ ] New Application
[ ] Renewal

THE TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMUNITY AND TECHNICAL COLLEGES DIVISION

GRANT APPLICATION FOR PROJECTS FUNDED UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

JULY 1, 1993 THROUGH JUNE 30, 1994

FEDERAL PROJECTS use only
Proposal Number________
RFP Category________
RFP Subcategory________
Logged In By________

1. Lee College
Applicant Institution

2. P. O. Box 818
Mailing Address

3. Baytown, TX 77522-0818
City, State, Zip

4. L. S. Soliz
Contact Person
Phone # (713) 425-6442
Fax # (713) 425-6826

5. Project LEEWAY: Steps to Success
Title of Project

6. RFP Category Number (check one) _1100 _1200 _1300 _1400 _1500 x1600 _1700
$ ~~76,370~~ $45,000
Amount requested

RFP Subcategory _A _B _C _D _E _F _G _Open

7. The authorized signature by the Chancellor/President indicates that all the assurances and provisions included herein will be followed and that the institution to which the grant is assigned will assume the necessary responsibilities to identify, document, and track all the funds provided by this grant.

Jackson Sasser, President
Chancellor/President from Applicant Institution (Name and Title)

Jackson N. Sasser
Signature of Chancellor/President

4/16/93
Date

DO NOT COMPLETE BELOW THIS LINE:

Recommended for Approval by:

________ Signature of Director of Federal Projects
________ Project Number
________ Signature of Program Director
________ Amount Approved
55
________ Signature of Fiscal Officer
77
________ Advisor

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

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TEXAS HIGHER EDUCATION COORDINATING BOARD
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ABSTRACT PAGE

Women and men have typically been discouraged from entering non-traditional career fields due to sex stereotyping. Those jobs that have traditionally been thought of as "men's work" often provide better opportunities for career advancement and higher pay. If women are to obtain economic equality, they must have greater opportunities and receive more encouragement to access these careers. Community colleges must play a major role in this process. Career selection and training by all students, both men and women, must be based on each person's skills, abilities, and interests, rather than the stereotypes of "men's work" and "women's work."

Project LEEWAY: Steps to Success (Skills, Training, Equity, Preparation, and Scholastics) is a comprehensive, community college, model program which provides opportunities for students, especially returning women, to explore non-traditional career fields and vocational education programs.

Program components include (1) basic academic skills upgrading, (2) workshops and courses which address personal and career development, and (3) student support services such as child care, textbook, and transportation assistance, financial aid resource identification, and tutoring.

Project LEEWAY: Steps to Success will, if funded, be operational for Fall and Spring semesters 1993-94. An advisory committee consisting of community representatives will be selected and in place prior to program implementation. The project director will be hired by July 10, 1993 to begin recruitment of 20 program participants.

Program activities (academic classes, courses and workshops for personal and career development, assessment of student needs, and support services) will be implemented Fall 1993 semester. Process evaluation will be conducted throughout the length of the project.

During Spring semester 1994, project staff will continue to monitor student progress, conduct weekly workshops, provide academic and personal counseling and tutoring, and maintain student support services.

A final evaluation and project manual will be provided by the project director by June 30, 1994.

TEXAS HIGHER EDUCATION COORDINATING BOARD
GRANT APPLICATION
PROGRAM YEAR 1993 - 1994

PART A: PROJECT JUSTIFICATION

People are often restricted in their career choices because of occupational and sex role stereotyping, the assumption that individuals must conform to certain behavior patterns based on their sex. Such stereotypes serve to restrict career choices, especially among women, by encouraging them towards predominantly female occupations, low paying jobs, dead-end positions, and jobs that require little advanced training.

Currently, women age 16 and over comprise 45% of the total labor force. It is projected that by the year 2000 women will comprise 47% of that force. Women and minorities will account for 90% of the increase in the labor pool (U. S. Department of Labor Statistics, 1987).

Although more than half of all women over 16 years of age are paid workers, their average salaries are half of those earned by men. Historically, women have chosen employment in traditional occupations.

job classification	percent of positions held by women
secretarial/clerical	99.1%
nurses aides	90.4%
child care work	97.0%

Pay for traditional women's entry-level jobs is not equal to pay for entry level traditional men's jobs. In 1989, full time women workers earned only 68.6 cents to every $1.00 earned by men (National Committee on Pay Equity, 1989.)

People need not limit their career options to traditional choices. They must have access to vocational/ technical training in fields that will provide better economic opportunities. They must be informed of the advantages of entering non-traditional career fields, including the greater possibilities of higher incomes.

This is particularly true for the returning adult women. Women over the age of 30 are the fastest growing segment of today's college population and the vast majority are returning at the community college level (NUCEA News, 1987.) Returning women have unique needs which must be addressed in the community college setting. Among the areas which must be addressed when dealing with re-entry women are:

-lack of self-confidence
-high rate of non-completion of vocational training
-poor basic academic skills

- limited knowledge of career options
- low workplace readiness skills (self-management, problem solving and decision making, teamwork)
- limited success in handling stresses of family, home, school, and work
- lack of financial resources to fund education, including tuition, fees, and textbooks
- limited access to affordable child care

Non-traditional occupations are those in which 75% or more of the positions in the career are held by only one gender. At Lee College the following career majors are under represented by women or men and are, therefore, considered non-traditional career majors:

non-traditional for women	non-traditional for men
management	secretarial
electronics	fashion merchandising
instrumentation	cosmetology
law enforcement	medical records technology
heating/air conditioning	nursing (LVN and ADN)
auto mechanics	legal assistant
drafting	graphic arts
machine shop	
welding	
pipefitting	
career pilot	
computer programming	

Work is needed at the community college level to assist in eliminating barriers that have kept students from considering non-traditional vocational/technical training. Lee College, if funded, will establish a comprehensive model program for the 1993-94 academic year to assist students, especially returning women, in exploring career alternatives and in preparing themselves through academic skill building, workplace readiness activities, and personal goal setting to pursue vocational/technical training.

Project LEEWAY: Steps to Success directly relates to both Goals I and II of the 1993 Career and Technical Education: Master Plan for Higher Education.

Goal I: Students and Adult Learners. Meet the needs of Texans for world-class education and training, ensuring that all learners acquire the knowledge and skill necessary for success in the workplace and society.

Objective I-1. Colleges will develop and expand student guidance and support services.
Objective I-3. Colleges will develop and improve program curricula and instructional methods to assure the integration of academic and technical education.
Objective I-7. Colleges will provide access and acceptability of services for all students.

By providing academic skill building, workplace readiness skills, opportunities for career exploration and support services to help students succeed, **Project LEEWAY: Steps to Success** clearly meets the guidelines of Goal I.

Goal II: Business, Industry and Labor. Meet the needs of Texas business, industry, and labor for an educated and skilled, globally competitive work force.

Objective II-1. Support responsive technical education program development and improvement to meet the needs of business, industry, and labor.
Objective II-4. Colleges will increase the input of business, industry, and labor.

This project will recruit and prepare students to enter employment in high demand areas for local business and industry. Business, industry, and labor will be actively involved in the career awareness activities. Information from the Quality Workforce Planning Committee will be used to establish which occupations will be highlighted in the project's Career Exploration program.

This model program will be evaluated, through both process and summative evaluations, to determine the impact of this program on the participants' career decisions and subsequent successes in vocational training. The project activities and evaluation results will be compiled in a project manual which will be made available to community colleges throughout the state of Texas so that the program, if effective, can be replicated.

Specific goals and objectives of this program are:

GOAL: 1 ASSESSMENT AND GOAL SETTING

Through testing, group workshops, and individual counseling, participants will develop a personal career goal, will conduct a self assessment of individual needs (academic skill development, workplace readiness, vocational training, and support services), and will develop a written plan to meet their goals.

OBJECTIVE: 100% of program participants will have developed a written career plan by December 1993.

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GOAL: 2. BASIC ACADEMIC SKILLS

Participants will improve basic academic skills in preparation for entry into vocational/technical programs.

OBJECTIVE: 80% of program completers will improve basic academic skills (reading, writing, and math) two grade levels or to a 10th grade competency by May 1994.

GOAL: 3. CAREER EXPLORATION

Participants will have opportunities to explore non-traditional careers and interact with role models, especially women in non-traditional jobs.

OBJECTIVE: 100% of participants will attend at least 10 workshops focused on non-traditional careers.

GOAL: 4. SELF-ESTEEM BUILDING

Participants will be provided a supportive environment and participate in activities to build self-awareness and self-confidence.

OBJECTIVE: 100% of participants will attend at least 5 workshops focused on self-esteem and goal setting.

Through a nationally normed self-esteem assessment and self report, 80% of program completers will show increases in self confidence and readiness to enroll in a vocational program.

GOAL: 5. WORKPLACE READINESS

Participants will improve workplace readiness skills of self-management, problem solving, and teamwork.

OBJECTIVE: As measured in pre- and post-tests, 100% of program completers will show improved skills in work attitudes, problem solving, and general employability.

GOAL: 6. STUDENT SUPPORT AND RETENTION

Participants will be provided needed support services (financial aid resource identification, childcare, textbook, and transportation assistance, and tutoring) so that they can pursue vocational/technical training.

OBJECTIVE: At least 75% of the participants will successfully complete program before the end of the Spring 1994 semester.

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GOAL: 7. STATEWIDE DISSEMINATION

Information on **Project LEEWAY:** Steps to Success program design, implementation strategies, and results will be compiled into a project manual. Copies will be made available to other Texas community colleges interested in replicating the program.

OBJECTIVE: A project manual describing program design implementation, and results will be completed and printed by June 30, 1994.

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PART B: METHODOLOGY FOR PROPOSAL

Project LEEWAY: Steps to Success **S** cholastics
P reparation
E quity
T raining
S kills

Twenty participants for Project LEEWAY: Steps to Success will be recruited during Summer 1993 by the project director and counselor. The program will be open to any returning student interested in exploring non-traditional careers. Especially targeted will be the returning woman who has somewhat indefinite career goals and who needs to improve academic skills before entering a vocational program.

In addition to the 20 participants, students currently enrolled in tech/voc programs non-traditional for their gender will be assisted throughout the program year with support services as funding allows.

FALL 1993 SEMESTER

During the Fall semester, this project has six components:

ASSESSMENT AND GOAL SETTING

During the first month of Fall 1993 semester, participants will take a battery of standardized and self-reporting tests aimed at providing the students with information on their skills and abilities and on the areas in which they need to improve or expand. These assessments will include:

Lee College Placement Tests and other tests to establish grade level equivalency
Vocational assessment
Self esteem inventory
Workplace readiness inventory
Learning styles
Support service needs - child care, transportation,
Financial aid resources

Through group and individual counseling during the fall semester, each participant will develop goals and a personal career plan. With staff assistance, participants will review and update their plans during the Spring 1994 semester. Post-testing for each assessment area will provide students and staff information about progress toward stated goals.

PREVOCATIONAL ACADEMIC CORE CURRICULUM

Based on documented need, participants will be enrolled in up to nine semester hours of developmental studies (reading, writing, and/or math) at Lee College for the Fall 1993 semester. Students will attend these classes two mornings per week. These studies will include computer aided instruction so that learning can be individualized and self-paced. Individualized tutoring will be provided by a part-time instructor funded through Project **LEEWAY: Steps to Success**.

Students will two mornings a week attend a three semester hour College Study Skills class especially designed for returning students. This class will focus on:

- taking control of your learning
- getting back into school
- juggling home, work, school, children
- getting needed resources
- study skills
- using the library
- notetaking skills
- best use of your learning style information
- self confidence building

CAREER EXPLORATION

One morning each week during the Fall semester, participants will also attend a career exploration workshop. These workshops will provide students opportunities to learn about non-traditional careers and to develop their own career goals. Topics will include:

- presentation of educational requirements, aptitudes, salaries, and area employment outlook for non-traditional fields, particularly those taught at Lee College
- identification of internal barriers to equality attitudes
- interests and aptitudes particularly applicable to non-traditional fields
- identification of transferable skills to non-traditional fields
- presentations by role models, men and women currently employed in non-traditional fields

-diversity training
-dealing with equity issues on the job

SELF ESTEEM BUILDING

The entire Project LEEWAY: Steps to Success program is designed to provide students with opportunities to feel success and progress toward definite goals. Assessments will be completed so that students can determine their own goals and develop a plan for success. Project staff will serve as resources to the students so that they can achieve their goals.

Individual counseling will be available to supplement the activities of classes and workshops. The project advisor, funded through this project, will assist students in developing career plans and documenting progress toward goals.

WORKPLACE READINESS

Before they write their resumes, before they learn computer assisted design, welding, or emergency medical technology, students need to learn how to meet the expectations of the workplace. They need to know how to take responsibility, recognize the consequences of their actions, evaluate their own performance, and respond to the evaluation of others. They will be called upon to make decisions, solve problems, and adjust to changing interpersonal demands.

On Thursday mornings during the fall semester, participants will attend workshops aimed at developing self-management, teamwork, and problem solving skills. These workshops will use the curriculum developed by AIT, Workplace Readiness. This curriculum includes print, video programs, videodisc, and software to help students master techniques for managing their own behavior in the workplace, for working with others, and for solving problems.

STUDENT SUPPORT AND RETENTION

Students withdraw from college vocational training for numerous reasons, but most frequently the problems they are encountering are external to the classroom - lack of financial resources, difficulty finding good affordable child care, lack of transportation, etc.

Guided by the initial assessments, participants will be provided support services as needed:

1. Academic and vocational counseling
   In addition to the project counseling advisor, participants may make full use of the Lee College counseling center.

2. Enrollment and registration assistance
   Registration at Lee College exceeds 5000 per semester. This can be an overwhelming, intimidating experience, especially for the returning student. Special assistance will be provided to project participants, including scheduling assistance.

3. Testing modifications
   All new students to Lee College must take placement tests. These are generally given prior to enrollment and, since they are aimed at providing placement information for the broad scope of courses given in math and English, can be especially intimidating to the returning student who lacks self-confidence in their ability to succeed in college. Project participants will be tested over several days, in classroom settings, by familiar project staff.

4. Financial aid resource identification
   Incoming returning students are frequently unaware of financial aid resources. Project staff will assist those participants needing additional financial assistance with locating sources of funding.

5. Textbook assistance
   Participants will by assisted with textbook and materials.

6. Childcare assistance
   Childcare is essential to the recruitment and retention of students. Demand for low-cost, quality childcare far exceeds the limited number of spaces available. Project staff will assist students in locating sources of childcare assistance. For those not eligible through other programs, childcare services will be contracted to licensed child care centers for Fall 1993 and Spring 1994 semesters. Dealing with school, home, and children adds a great deal of stress to students' lives. Those receiving child care assistance will be required to attend seven workshops during the year on parenting skills. Refer to Appendix I for information on local child care provider fees.

7. Emergency Transportation Assistance
   Students frequently encounter transportation difficulties - a car breaks down, a carpool dissolves, or they run out of gasoline money. A temporary problem

can lead to students withdrawing from school. To help students with these temporary problems, students will be provided financial assistance.

8. School-to-Work Assistance

   Through the Lee College Counseling Center, students will be provided assistance in developing job seeking skills and in securing part-time employment.

9. Tutoring

   Tutoring will be provided on a part-time basis through the project. The tutoring during the fall semester will focus on developing basic academic skills.

FALL 1993
PARTICIPANT SCHEDULE
(tentative)

	Mon	Tues	Wed	Thur	Fri
8:00	basic * math		basic * math		
9:00	basic * reading	College Study Skills	basic * math	College Study Skills	tutoring
10:00					
11:00	basic * writing	** Career Exploration	basic * writing	** Workplace Readiness	monthly parenting forums
12:00	tutoring	tutoring	tutoring	tutoring	
1:00					

* enrollment based on student need. All participants will be in 1 to 3 basic developmental classes

** participation in Career Exploration, and Workplace Readiness will gain students credit for Psychology 1100.

Course	Hours Credit
Basic math	3
Basic reading	3
Basic writing	3
College Study Skills	3
Psych 1100	1

Most students will be enrolled in 10 - 13 semester hours Fall 1993

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SPRING 1994 SEMESTER

During the Spring semester students will be mainstreamed full time, as appropriate, into regular vocational programs. Those who continue to require basic academic development, will be enrolled in developmental math, reading, and/or writing. As their schedule allows, they will begin vocational/technical training. Project staff will continue to provide the following support services:

1. Academic and vocational counseling
   Counseling will encourage further development of career goals.
2. Registration assistance
3. Financial aid resource identification
4. Textbook assistance
   Students who do not receive financial aid by December 1993 will also be provided assistance with textbooks and materials for Spring 1994.
5. Childcare assistance
   Childcare assistance will continue. Those receiving child care assistance will be required to attend four workshops during the semester on parenting skills.
6. Emergency transportation assistance
7. School-to-work assistance
8. Tutoring
   Tutoring will be individualized and will focus on continued development of academic skills and succeeding in vocational programs.

During the last month of the semester, through exit interviews and written questionnaires, all participants will evaluate the program and will be reassessed using the following tests and batteries:

Post tests to provide information on
    gains achieved in grade equivalency
    Vocational Assessment to determine changes in skills and interests
Self esteem inventory
Workplace readiness inventory

The project staff will focus on the development of a project manual which may be used by colleges who may wish to replicate the program.

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GRANT APPLICATION
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SUMMER 1994

As funds allow, participants will receive support services:

1. Textbook assistance
2. Child Care assistance
3. Emergency transportation assistance
4. Tutoring

Project Leeway

Steps to Success

Project Manual

1994-1995

LEE COLLEGE

Baytown, Texas

June 1995

BEST COPY AVAILABLE

PROJECT LEEWAY:
Steps to Success

Lee College
Baytown, Texas

June 1995

Preface

Project Leeway: Steps to Success was begun in July 1993 as a program to recruit low income, academically disadvantaged individuals into nontraditional technical programs and to then provide much needed support services to help assure their success. This project is similar to, and in many ways mirrors **Project LEEWAY for Single Parents** which was originally implemented during the 1992-1993 year and continues to provide services to eligible students.

This is a very successful project much needed in our community. We provide this manual as a guide for other community colleges who may wish to replicate any or all of the project components.

If we can supply any further information, please feel free to contact the 1994-95 **Project LEEWAY** staff:

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Project Leeway: Steps to Success

Lee College
Baytown, Texas

for Program Year 1994-1995

Project Leeway: Steps to Success is a program designed to promote and facilitate access to vocational/technical education and training at Lee College, especially for women, in nontraditional careers. The program began its first year of operation in the summer of 1993, funded by a Carl Perkins Discretionary Grant. The program was designed to assist students, particularly women, in gaining access to vocational education programs through three program components:

(l) basic academic skills upgrading,

(2) workshops and courses addressing personal and career development, and

(3) student support services such as child care, textbook, transportation assistance, financial aid resource identification, and tutoring.

During the 1994-95 program year, we continued to focus on these three components, but in an altered, and we believe much improved form.

Requirements for Participation

Participation in **Project Leeway: Steps to Success** was limited to individuals with low to moderate income and who needed to improve basic academic skills, such as reading, writing, and math, before enrolling in college-level courses. The program was designed to target persons who were experiencing a major transition in their lives, who needed to prepare themselves for a new job by returning to school, and who had expressed an interest in learning about nontraditional career options.

Goals and Objectives

Project Leeway: Steps to Success had seven goals as stated in the Grant Application. These goals included:

1. Assessment and goal setting for each participant
2. Improvement of basic academic skills
3. Career exploration with emphasis on non-traditional careers, including interaction with role models
4. Self-esteem building
5. Improvement of workplace readiness skills of self-management, problem solving, and teamwork
6. Student support in the form of financial aid resource identification, child care, textbooks, transportation, and tutoring
7. Statewide dissemination of information on **Project Leeway: Steps to Success** program design, implementation strategies, and results.

GETTING STARTED

Key Personnel

Personnel for **Project Leeway: Steps to Success** included a project coordinator, counseling advisor, part-time recruiter, and four part-time temporary instructors. The staff worked with the Special Projects Coordinator to organize the entire program.

Clare Bush Fleming was re-appointed to continue as project coordinator. Ms. Fleming worked 30% of her time on the project. She had six year's experience working with special populations adult women in a technical/vocational setting at the college level, as well as teaching experience in special education.

Kirstine Taylor was selected to continue as counseling advisor for **Project LEEWAY.** Ms. Taylor, a member of the Lee College counseling staff, worked 15% of her time on the project advising students, teaching college study skills, and assisting with the registration process. Ms. Taylor has served as a counselor in the vocational area at Lee College for three years.

Lillian Walker was selected to serve as temporary recruiter and career exploration instructor. Part-time temporary basic academic skills instructors included Laurel Anthony and Mary Mendoza in reading and writing, and Rose Cleveland in math. Susan Stock taught survival skills also on a part-time basis.

Advisory Committee

A seven-member advisory group was formed in July with representation from community service providers. The committee consisted of the following:

KayCee Hill	Bay Area Women's Center
Carmen Torres	Lee College Hispanic Educational Access Committee
Larry Payne	Texas Department of Human Services
Susan Stock	Baytown Housing Authority
Robert Swanagan	Lee College Black Educational Access Committee
Barbara Trachte	YMCA
Kim Cook	Lee College student/**LEEWAY** participant

The committee had its first meeting on August 11, 1994, and its second meeting on March 25, 1995. The committee provided advice and input in recruitment activities. Members also actively referred students interested in nontraditional careers to the **Project LEEWAY** coordinator as possible participants.

Recruitment Activities

Program brochure. A program brochure was designed and created by **Project LEEWAY** staff (see Appendix A, pages 35-36). The brochure was easy to read and informative. It was distributed through the Lee College Counseling Center; the Lee College Black and Hispanic Educational Access Committees; the Texas Department of Human Services in Baytown, Liberty and Crosby; the Baytown Housing Authority; the Bay Area Women's Center; the YMCA; area high schools within the region, such as the Goose Creek Independent School District in Baytown, and all high schools within the surrounding rural Liberty and Chambers counties. It was given to individuals interested in participation in **Project LEEWAY**.

Poster. Posters were distributed to each of the above mentioned agencies and schools as well as to area churches (see Appendix A, page 37). The temporary recruiter and coordinator spoke to area churches, Department of Human Service

AFDC recipients, parents of area school children, and alternative high school seniors. The temporary recruiter distributed brochures and posters at area fairs and gatherings, as well as to local businesses.

Media. The recruiter and coordinator were guests on several area radio talk shows. Public service announcements were distributed to area newspapers, radio and television stations. Newspaper articles appeared in area newspapers (see Appendix B, pages 69-71).

Screening Applicants. Individuals interested in the program were invited to fill out a Student Information form (see Appendix A, page 38). They were given an accompanying form, Steps to Follow (see Appendix A, page 39), and assisted in completing each step. The part-time student assistant accompanied individuals unfamiliar with the campus to the Admissions Office where they turned in a Lee College Admissions application, to the Counseling Office where they scheduled for Lee College placement testing, and to the Financial Aid office where they completed the federal financial aid application process.

All individuals expressing an interest in **Project LEEWAY** were invited to one of several orientation meetings where they received more detailed information about the program, and were invited to schedule individual interview appointments with the **Project Leeway: Steps to Success** coordinator. Applicants were screened to assure that they were eligible for the Pell Grant, or met other income guidelines, and that they were in need of basic skills improvement.

Student Support Services

Based on a Student Needs Survey (see Appendix A, page 40), and on individual interviews, participants were provided the following support services during Quickstart as needed:

1. **Academic and vocational counseling**
   The **Project LEEWAY** counseling advisor served as the primary counselor for all participants; however, participants were also able to make full use of the Lee College counseling and career center.

2. **Financial resource identification**
   Participants with special needs were referred to local service providers such as the Department of Human Services, Baytown Housing Authority, and others. A representative from the Department of Human Services spoke to all individuals attending orientations and assisted in child care and transportation assistance for AFDC recipients, through the JOBS program. Students were also assisted with Pell Grant applications and scholarship applications.

3. **Child care assistance**
   The project coordinator assisted students in locating sources of child care assistance. For those not eligible through other programs, child care services were contracted to licensed child care centers. Eligible participants received full child care assistance during Quickstart. (Child care information and forms are located in Appendix A, pages 41-45).

4. **Emergency Transportation assistance**
   Participants were provided temporary assistance with transportation difficulties through the use of taxi vouchers or the purchase of gasoline. Students were also encouraged to carpool. Occasionally, the **Project LEEWAY** staff drove students to or from school when necessary.

QUICKSTART

This five week non-credit, full-day program prior to full technical program enrollment was designed to provide intensive preparation for success in technical training. Especially targeted were returning women expressing an interest in nontraditional careers, with low to moderate income, in need of academic skills remediation before entering a vocational program. Quickstart was provided twice during the year: in July-August prior to the Fall semester, and in November-December prior to the Spring semester. (A Quickstart participant schedule is included in Appendix A, page 46).

A total of twenty-four participants were recruited during the Summer and Fall Quickstart portions of **Project Leeway: Steps to Success**. The average age of participants was thirty-one, with a range from eighteen to forty-nine years of age. Twenty of the twenty-four students had thirty-eight children requiring child care, twenty-six of whom were six years of age or younger. Twelve participants were active AFDC recipients; eight of the remaining twelve were receiving food stamps. Sixteen had received high school diplomas, five had received general equivalency diplomas, and three had neither. Twelve students were Black, seven were Hispanic, and five were Caucasian.

Assessment testing

By the end of the first week of the Quickstart program, each participant had completed a battery of standardized and self-reporting tests aimed at providing information regarding each individual's skills and abilities, and the areas in which each needed to improve or expand. Included were Lee College placement tests and the Test of Adult Basic Education (TABE), administered to determine readiness for college level technical training. These tests also determined a grade level equivalency in math, reading and writing.

In addition, vocational assessment/interest inventory testing was administered, such as The Career Exploration Inventory (CEI), The Major-Minor Finder, and Job-O A. The Coopersmith Inventory was administered to gauge self-esteem, and the Learning and Study Strategies Inventory (LASSI) was administered to assist in gathering information regarding learning and study practices and attitudes.

Basic Skill Enhancement

Based on need documented through initial assessment testing, students were enrolled in 14 hours per week of individualized remedial and developmental non-credit studies in reading, writing, and/or math. Qualified instructors and a networked, integrated computer assisted instructional format were used to quickly enhance basic skills.

In addition, students were enrolled in an eight hour non-credit class to acquaint those participants with no computer skills with enough basics to overcome their hesitation of working with computers. This class focused on how to turn on a computer, how to insert a diskette, and limited familiarity with word processing. During this class, each student created a resume.

Study Skills

Study skills were taught for a total of 10 hours during Quickstart by the **Project LEEWAY** counselor. The class focused on:

taking control of your learning
getting back into school
juggling home, work, school, children
getting needed resources
study skills
using the library
note taking skills
best use of your learning style information
self confidence building

This class continued meeting into the first semester, one hour per week for the first eight weeks.

Career Exploration

Students met twice each week for a total of three and one-half hours each week to explore various career options. Emphasis was placed on developing career goals; attention was focused on nontraditional careers which would enable an individual wage earner to support a family. The following guest speakers were introduced:

Martha Barnett, owner of Baytown Motors and Bodyshop
Jan Borel, Lee College Computer Repair Technician
Kiaum Carpenter, Zerox Repair Technician
Detective Pam Erikson, Baytown Police Dept.
Debra Carroll, Emergency Medical Technician, City of Baytown
Roy Barefield, R.N., San Jacinto Methodist Hospital
Joy Merchant, Security Administrator, Lyondell Petrochemical
Bonita Bufkin, Safety Coordinator, Exxon
Ann Hendon, Lee College Placement Office

Students were presented with educational requirements, aptitudes, salaries, and area employment outlooks for emerging jobs, particularly those job fields taught at Lee College. Interests and aptitudes applicable to emerging job fields were discussed.

Survival Skills

The entire **Project Leeway: Steps to Success** program was designed to provide students with opportunities to feel success and progress toward definite goals. The Quickstart portion of the program was especially designed to give participants the skills, motivation, and confidence to succeed in technical training. Assessments were completed to enable students to determine their own goals and develop a plan for success. Each participant received a specialized 30 hour Survival Skill Training which focused on the following:

- Assertiveness
- Nutrition
- Child Management
- Legal Rights
- Community Resources
- Personal Health
- Money Management
- Self Advocacy
- Coping with Crisis
- Re-Entry/Employment

Quickstart Evaluation

The Quickstart portion was evaluated by participants, as well as by the **Project LEEWAY** staff. The results of these evaluations are included in the evaluation section.

FIRST SEMESTER

Registration Assistance

At the end of the Quickstart session as registration opened for the first semester of classes, students were individually counseled and registered by the counseling advisor. Participants were given the opportunity to take portions of the Lee College placement test again, and were mainstreamed as appropriate, into regular vocational programs. Those students who needed additional basic academic development were enrolled into appropriate Developmental Math, Reading, and/or Writing. Most students enrolled into 12 to 15 semester hours. Twenty of the original 24 students who began Quickstart registered for their first semester of classes.

Students who had not yet received their Pell Grants were given short-term loans through the Lee College Financial Aid office until the Pell Grant monies were received.

Tutoring Assistance

Tutoring in technical and basic academic courses was available through the Perkins Basic Grant. Tutoring was provided in one-to-one and small group formats, and most **LEEWAY** participants received assistance through this program.

Continued Student Support Services

1. **Continued academic and vocational counseling**
   The **Project LEEWAY** counseling advisor continued to serve as the primary counselor for all participants.

2. **Continued financial resource identification**
Participants with special needs continued to be referred to local service providers as appropriate, such as the Texas Department of Human Services, Baytown Housing Authority, Harris County Social Services, and the Baytown Welfare League among others. Students were also referred to student assistant jobs on campus.

3. **Continued child care assistance**
The project coordinator continued to assist students in locating sources of child care assistance. For those not eligible through other programs, child care services were contracted to licensed child care centers. Eligible participants received up to $50 per week per child during first and second semesters.

4. **Continued emergency transportation assistance**
Participants continued to be provided temporary assistance with transportation difficulties through the use of taxi vouchers or the purchase of gasoline. Occasionally, the **Project LEEWAY** staff drove students to or from school when necessary.

5. **Textbook assistance**
Each student received up to the full amount of required books and supplies through the Lee College bookstore for the first semester, if their Pell Grants had not been received.

Study Skills

Students continued to meet with the counseling advisor for study skills, one hour each week during the first eight weeks of the first semester. Students had formed such a close bond during Quickstart, that they found it to be very productive to continue meeting during this time.

Workplace Readiness Skills

Students also met with the coordinator once per week for the first eight weeks of the first semester, to study workplace readiness skills. Topics included:

Diversity in the workplace
Communicating with peers
Setting goals
Work ethics
Communicating with supervisors
Responsibility for self

First Semester Evaluations

The first semester was evaluated by participants, as well as by the **Project LEEWAY** staff. The results of these evaluations are included in the evaluation section.

SECOND SEMESTER

Registration Assistance

Students continuing to need registration assistance were counseled and registered individually by the counseling advisor. Most students again enrolled in 12 to 15 semester hours.

Tutoring Assistance

Tutoring in Technical and basic academic courses was again available through the Perkins Basic Grant. Tutoring was provided in one-to-one and small group formats, and many **LEEWAY** participants received assistance through this program.

Continued Student Support Services

The following support services continued to be offered:

Academic and vocational counseling
Financial resource identification
Child care assistance
Emergency transportation assistance
Textbook assistance for students not receiving a Pell Grant

Women's Career Fair

During the Spring Semester of 1995, a one day Women's Seminar was conducted for the community on the Lee College campus. Its purpose was to encourage high school students and adult women to pursue high skill, high wage, nontraditional careers.

Eighteen women representing nontraditional careers within the community such as an architect, physician, police officer, general manager for an auto dealership, dentist, attorney, and a city council woman conducted breakout sessions throughout the day. Dr. Guadalupe Quintanilla, Assistant Vice President for Academic Affairs at the University of Houston was keynote speaker. (See Appendix A, pages 47-52.)

Two Lee College scholarships, each in the amount of $200.00, were awarded to two outstanding women students: one to a current high school senior planning to attend Lee College in the fall, and one to a current Lee College student. Each of these scholarships was donated anonymously to **Project LEEWAY** by interested community citizens.

The seminar was evaluated by those in attendance, as well as by the **Project LEEWAY** staff. The results of these evaluations are included in the evaluation section.

RESULTS

Completion Rate

Project Leeway: Steps to Success began its July Quickstart with fifteen students. Twelve of these enrolled into their first, or Fall, semester. Three students were forced to place educational goals on hold due to serious health issues. Of the twelve enrolling, ten completed the Fall Semester. Of these, nine completed their second semester.

Nine students enrolled into the November Quickstart. Of these, eight enrolled into their first, or Spring, semester. Of these, seven students completed Spring semester.

Thus, of the original fifteen students, 83% enrolled into their first semester which is below the 90% goal. Of these, 85% completed their first semester. Of the original ten successfully completing their first semester in the fall, nine completed their second semester. Of the second group of seven completing only Spring semester, each intends to re-enroll for the Fall semester. At this point in time, we are below our goal of a 75% completion rate for two semesters by 15%, while our current projection is at 66%, nine percentage points below the goal.

Of the seven students not continuing in the program at this time, three experienced serious health issues and were unable to continue. Three cited family responsibilities, and one moved from the area.

Academic Performance

Project LEEWAY participants are doing well at Lee College. Of the original nine students completing two semesters, all completed between seven and thirty six credit hours, averaging 21 credit hours, with an average GPA of 2.64.

Self-Esteem

The entire **Project Leeway: Steps to Success** program was designed to provide participants with opportunities to feel successful and to progress toward definite goals. The testing assessments and career exploration were completed to help students determine their own goals and to develop a plan for success. The project staff served as resources to the students so that they could achieve their goals. The Coopersmith Inventory of Self-Esteem was given to participants during the first week of Quickstart with students averaging 56 on a scale of 100. The test was repeated during the last week of Quickstart with students averaging 70 on the same scale.

Test of Adult Basic Education (TABE)

The TABE was administered during the first week of Quickstart, and again on the last two days of Quickstart, in the three areas of reading, writing and math. Because the Lee College placement tests were revised and changed between the first and second Quickstart sessions, we were unable to compare beginning and ending scores for all students on the placement exams. Below are averaged beginning and ending grade level scores for the TABE:

QUICKSTART

	First Week	Fifth Week
Reading	9.4	10.3
Math	7.8	9.5
Writing	7.0	9.6

Career Exploration

A Career Interest Survey was conducted during the first week of Quickstart, and again during the final week of Quickstart, to see if the Career Exploration sessions had influenced career choices (see Appendix A, page 53-54). Results were as follows: 45% of the students chose a different career, while 55% made no changes.

EVALUATION

Student Evaluations

Participants in **Project Leeway: Steps to Success** evaluated the components of the program at the end of Quickstart and at the end of the first semester. (See forms used in Appendix A, pages 55-67.) Each component of the Quickstart program was evaluated on a scale from 1 to 5, with **5** being **Always** and **1** being **Never**. The numbers below reflect the average scores attained on the 1 to 5 scale.

QUICKSTART EVALUATION:

Survival Skills

I found the Survival Skills Workshops interesting.	4.85
The worksheets were useful.	4.89
The information presented during the workshops is helpful now as well as later.	4.90
I would recommend this class to a friend.	4.76
I intend to go back and use information I learned from this class when I need it.	4.94
I think I am now more capable of meeting my goals.	4.75
I think the facilitator did a good job of helping me learn about Survival Skills.	4.89
The facilitator helped me feel good about the goals I accomplished during this class.	4.74
The facilitator was friendly and supportive and she was a good listener.	4.60
The facilitator encouraged all of us to be more independent and to help each other.	4.80

Student Comments:

I really liked this class; it was very helpful to me. I learned a lot about how to manage my money and also about my legal rights. This class helped me learn some skills that I will use later in life. Susan was also a great and fun teacher.

It was an excellent program. I learned many things that I will use in future. She is very interesting and was very non-biased. She treated everyone the same.

Reading and Writing

I found the reading and writing class to be beneficial.	4.96
The worksheets were useful.	4.83
The information presented during the class is helpful now as well as later.	4.75
I would recommend this class to a friend.	4.88
I intend to go back and use information I learned from this class when I need it.	4.79
I think I am now more capable of meeting my goals.	4.67
I think the instructor did a good job of helping me learn more about reading and writing.	4.83
The instructor helped me feel good about my accomplishments in this class.	4.88
The instructor was friendly and supportive and she was a good listener.	4.96

Student Comments:

Ms. Anthony was an excellent teacher. Writing the essays and reading the stories was my favorite part. She did an excellent job criticizing our work. I learned a lot. The class was interesting and she always wanted our input and questions. I loved it. I actually wanted to take a creative writing course. She brings out our imagination.

I had not realized just how badly I talked. I had forgotten so much. I plan to keep all of the information I have obtained and I hope I'll have one of Ms. Anthony's English courses.

Math

I found the math class to be beneficial.	3.82
The worksheets were useful.	4.05
The information presented during the class is helpful now as well as later.	4.17
I would recommend this class to a friend.	3.55
I intend to go back and use information I learned from this class when I need it.	4.18
I think I am now more capable of meeting my goals.	3.71
I think the instructor did a good job of helping me learn more about math.	3.50
The instructor helped me feel good about my accomplishments in this class.	3.55
The instructor was friendly and supportive and she was a good listener.	3.77

Student Comments:

Even though I still don't understand all of the math, it was a very good class and Ms. Cleveland is a very good teacher. She explained everything very well. I would recommend it to anyone.

Study Skills

I found the study skills class to be beneficial.	4.55
The worksheets were useful.	4.55
The information presented during the class is helpful now as well as later.	4.82
I would recommend this class to a friend.	4.50
I intend to go back and use information I learned from this class when I need it.	4.68
I think I am now more capable of meeting my goals.	4.77
I think the instructor did a good job of helping me learn more about study skills.	4.64
The instructor helped me feel good about my accomplishments in this class.	4.73
The instructor was friendly and supportive and she was a good listener.	4.73

Student Comments:

This class is very important to anyone who is entering college. This really helps you get ready for college.

Chris was very helpful in every aspect of study skills. This course should be kept just as it is.

Career Exploration

I found the career exploration class to be beneficial.	4.43
The worksheets were useful.	4.52
The information presented during the class is helpful now as well as later.	4.67
I would recommend this class to a friend.	4.62
I intend to go back and use information I learned from this class when I need it.	4.55
I think I am now more capable of meeting my goals.	4.52
I think the instructor did a good job of helping me learn more about careers.	4.71
The instructor helped me feel good about my accomplishments in this class.	4.61
The instructor was friendly and supportive and she was a good listener.	4.71

Student Comments:

I really enjoyed the speakers. They made me feel good and positive about myself.

Ms. Walker worked very hard. I truly appreciate her willingness to help each one in every way that she could. Thank you very much.

Miscellaneous aspects:

I found the individual and group counseling to be beneficial.	4.77
I found the testing was conducted with minimal stress, and helpful in giving me information about myself.	4.27

I found the individualized computer program to be beneficial in reading.	4.57
I found the individualized computer program to be beneficial in language arts.	4.62
I found the individualized computer program to be beneficial in math.	4.19
I found the computer lab, with the help of the lab assistant, to be beneficial to learning.	4.57
I found the Lee College child care program to be of benefit.	5.00

Student Comments:

I find **Project Leeway** to be an excellent tool to sharpen skills and get people ready to enter college who otherwise would not remember how it was to study and have responsibility. Motivation!

The child care is very good. It keeps the kids off the street and from being home alone, so the mother can get on with her education and not worry about her kids.

FIRST SEMESTER EVALUATION:

Students were asked to respond to a series of open ended questions at the end of their first semester. The following is a list of these questions, and representative answers.

How has the LEEWAY program impacted you?

I've made so many friends and they help me to be confident and to keep on going.

LEEWAY has helped me with group counseling and computer skills.

How do you feel about college now, compared to before you started LEEWAY?

I feel great about going to Lee College, but it is hard work. If it wasn't for **LEEWAY**, I don't think I would be here at this time.

Would you recommend LEEWAY to your friends? Why?

Yes, because it is a push in the right direction and a start for the future.

Yes. I have told some of my friends about **LEEWAY**, because I feel that **LEEWAY** can prepare them for the college skills they need.

Have you benefitted from counseling this semester, either individually or in a group?

Group counseling has helped me to deal with people that may have the same problems I have.

Yes. Counseling helped me make the decision not to give up on school and to hang in there. Chris was a great influence.

Have you received tutoring this semester? If so, is it of benefit?

Yes, in computers.

Yes, I signed up to start today.

How would you evaluate study skills/workplace readiness skills this semester?

Study skills is a class everyone should take to prepare them for college, or just for every day life.

It is a good resource to survive in the challenges of school life and home life. It is a good time management resource.

WOMEN'S CAREER FAIR EVALUATION:

Participants who attended the day's activities were asked for their written comments at the end of the day. The following are a representative sample:

> We need to keep things like this always. Women are important to the world.
>
> Fabulous. Overall, I think this has been an exceptional opportunity.
>
> The women's fair for me was great. At first I was discouraged but after today I feel I can do anything to better myself. Thanks very much.
>
> Thank you for having the women's fair, because it has given me the courage and the strength to better myself. Thank you.
>
> Hearing Dr. Quintanilla was the best part! I really learned a lot!!! She's outrageous!

Staff Evaluations

Quickstart: The staff felt that the implementation of Quickstart this year created a major success for **Project Leeway: Steps to Success**. Students expressed their appreciation in many ways to each staff person involved; attitudes were even more positive than in previous years. The addition of the survival skills curriculum was also a great contribution.

One suggestion to enhance the program was to increase the amount of time allotted to the study skills curriculum; however, with the time of the counseling staff who teach study skills at a premium, we feel fortunate to be able to use their expertise for one hour per day.

The staff looked at the Test of Adult Basic Education scores. The fact that in the area of math, students increased their skills by 1.7 grade levels in five weeks, and increased their language skills by 2.6 grade levels in the same amount of time was seen as very positive.

The staff felt that the reading scores, while reflecting a positive change of nine-tenths of one grade level, were not reflective of actual change; reading placement scores conducted with some students before and after Quickstart showed positive grade level changes of at least four grade levels for four students. We were however, unable to use placement test scores as an evaluative tool this school year, as tests were changed mid year.

First Semester: The staff saw the class time spent in study skills and workplace readiness twice per week for the first eight weeks as critical to the success of the students. Students formed very close bonds during the five weeks of Quickstart, and without this opportunity to meet, the staff felt that many students might have dropped out. A recommendation for next year was to offer similar class time during the second semester.

Second Semester: As previously mentioned, the staff recommended more formal contact with **Project Leeway: Steps to Success** students during the second semester. The suggestion was to create a job search curriculum to be offered during the final eight weeks of the semester. It was further recommended that this be an optional activity open to all previous **Project Leeway: Steps to Success** students.

The staff felt that the Women's Career Fair was a great success in its first year, and recommended that it become an annual event. The keynote speaker, Dr. Guadalupe Quintanilla, was seen as a particular inspiration to the audience.

In summary, staff was very encouraged with the **Project Leeway: Steps to Success** program this year, particularly with the addition of Quickstart. We look forward to another year and plan to implement recommended changes as possible.

ASSISTANCE TO OTHER ELIGIBLE STUDENTS

Project Leeway: Steps to Success was able to assist other nontraditional students this year, with the following support services:

Child care	16 students
Textbooks	1 student
Transportation	3 students

All efforts were made to offer assistance first to students with nontraditional majors who met financial income guidelines; assistance was also offered to other students with nontraditional majors.

APPENDIX
A

FORMS

LEE COLLEGE

Do you want to be a student at Lee College but need help with child care, transportation, and textbook expenses?

Do you need to improve your reading, writing, and/or math skills?

Do you have low to moderate income?

Are you interested in investigating higher wage, nontraditional careers?

Project Leeway
can help!!

This brochure provided by Perkins Equity funds.

Lee College does not discriminate on the basis of sex, handicap, race, color, age, religion, or national origin.

LEE COLLEGE
P.O. Box 818
Baytown, Texas 77522-0818

Project Leeway: Steps to Success

If you are a woman interested in a nontraditional career such as...

Design Drafting Technology,
Law Enforcement,
Instrument Technology,
Air Conditioning,
Heating and Refrigeration,

or

If you are a man interested in a nontraditional career such as..

Nursing

Project Leeway: Steps to Success may be able to assist you to enter Lee College.

Project Leeway...

- Project Leeway: Steps to Success is a free program for persons who are experiencing a major transition in their lives. Returning to school and preparing yourself for a new job can be difficult. Project Leeway provides child care, assistance with textbook expenses, tutoring, career and personal counseling, and emergency transportation for students who qualify. We also provide Survival Skills workshops, assistance with basic academic skills, study skills, and work place readiness skills.

You can participate in this program if...

- You are willing to consider exploring the possibilities of nontraditional, high wage careers for your gender. (For women, these careers might include the following: Emergency Medical Technology, Electrical Technology, Machinist, Welding, or Pipefitting. For men, this might include one of the nursing programs.) and

- You need to improve your basic academic skills, such as reading, writing, and math, before pursuing a career, and

- You have a low to moderate income.

You can be helped by these services...

Project Leeway assists persons in making the transition from work in the home to work in the labor market by providing assistance in the following areas:

- *Financial assistance with child care, textbooks, or emergency transportation*

Need-based assistance is available for those who qualify.

- *Career Exploration*

Services include interest assessment, career exploration, and speakers representing nontraditional successful careers in our community.

- *Survival Skills Workshops*

Topics include coping with crisis, legal rights, parenting, health, nutrition, self advocacy, assertiveness, and more.

- *Basic Academic Skills*

You will have the opportunity to improve your reading, math, and writing skills before enrolling in semester classes.

- *Personal Assistance*

You will receive personal assistance in completing financial aid applications, registration processes, tutoring assistance, and personal counseling.

- *College Study Skills*

You will build your self-confidence by learning the proper way to study for college classes. You will also learn basic computer skills necessary for most careers.

- *Workplace Readiness Skills*

Topics will include stress management, goal setting, decision making, understanding differences in the workforce, rewards of working, succeeding in a new job, and more.

Take the first step...

For more information about this free program for individuals interested in nontraditional careers, take the first step and call or visit the Special Populations Office on the Lee College campus.

Clare Fleming,
Project Coordinator
Tech/Voc 1, Room # 113
(713) 425-6559

PROJECT LEEWAY

- Are you interested in a vocational/technical career?
- Do you need job training?
- Do you need child care assistance?
- Do you need financial aid?
- Do you need to brush up your reading, math or writing skills before beginning a training program?

Project Leeway STARTS NOVEMBER 7TH
PHONE **NOW** TO APPLY

Clare Fleming
Lee College Special Populations Office
(713) 425-6559

LEE COLLEGE

Lee College does not discriminate on the basis of sex, handicap, race, color, age, religion or national origin

Project Leeway

For Office Use Only
Reading ______
Writing ______
Math ______

Student Information

Social Security Number______________________________ Date____________________

Name____
Last First Middle Initial

Address____
No. and Street/Apartment No.

____
City State Zip

Telephone__________________________ Alternate Telephone____________________

Marital Status: _____Married _____Single _____Separated _____Divorced _____Widowed

If married, is your husband working? ______Yes ______No

Do you have children? ______Yes ______No Ages of children____________________

Do the children live with you? ______Yes ______No

Financial Aid

Have you applied for financial aid? ______Yes ______No When?____________________

Have you been awarded financial aid for the fall/spring semester? ______Yes ______No

Do you receive help through AFDC? ______Yes ______No Food stamps? ______Yes ______No

Do you live in Public or Section 8 housong? ______Yes ______No

Will you need child care assistance? ______Yes ______No

If so, have you applied to NCI? ______Yes ______No When?____________________

Educational History

High School: Name______________________________ Year Graduated__________

If GED earned, give date______________ Name of Institution____________________

Other Education____

Have you taken the Lee College Placement Tests yet? ______Yes ______No

Educational Goal

What is your main objective in attending Lee College?

____

____

What type of training may you be interested in?

____

____

Project Leeway

STEPS TO FOLLOW

The following are steps to follow in applying to **Project LEEWAY:**

______1. Complete a **Project LEEWAY application.** Turn in to Special Populations Office, TV1 Bldg., Room 113.

______2. Complete a **Lee College enrollment application.** Turn in to the Admissions Office in Moler Hall.

______3. Keep the **Permit to Register**, which is a computer print out you will receive from the Admissions Office at the time you turn in your enrollment application.

______4. Register to take the **Lee College Placement test.** Do this through the Counseling Office, 425-6384. You will need to bring the **Permit to Register** with you when you take the test.

______5. Complete a **Free Application for Federal Student Aid**. This form is available in either the Financial Aid Office in Moler Hall, or in the Special Populations Office in TV1, Room 113.

NOTE: Most people have questions about how to complete this form accurately. Phone the Special Populations Office, and we will answer your questions or schedule an appointment to help you fill out this form. (An appointment usually takes 1/2 hour.)

______6. Attend a scheduled **Project LEEWAY orientation meeting.** Bring questions.

______7. Phone Clare Fleming in the Special Populations Office to **schedule an individual appointment.** We will then discuss whether or not Project LEEWAY seems appropriate for you. Again, bring questions.

??QUESTIONS??
Contact: Clare Fleming, Program Coordinator
Special Populations Office
Technical Vocational Bldg. 1, Room 113
(713) 425-6559

Project Leeway

Student Survey

Name______________________________ Date________________

Address____
No. and Street/Apartment No.

____
City State Zip

Home Telephone________________ Alternate Telephone ________________

In order to help the Project Leeway staff serve your needs, please complete the following survey:

I would like help with:

Yes	Maybe	No	
☐	☐	☐	1. Financial aid
☐	☐	☐	2. Finding work
☐	☐	☐	3. Learning English
☐	☐	☐	4. Reading skills
☐	☐	☐	5. Study skills
☐	☐	☐	6. Writing skills
☐	☐	☐	7. Math skills
☐	☐	☐	8. Choosing major/career

Yes	Maybe	No	
☐	☐	☐	9. Personal concerns
☐	☐	☐	10. Learning disability
☐	☐	☐	11. Physical disability
☐	☐	☐	12. Health problem
☐	☐	☐	13. Commuter information
☐	☐	☐	14. Work experience credit
☐	☐	☐	15. Day care information
☐	☐	☐	16. ________________

Other comments or concerns:____________________________________

____

PERKINS CHILD CARE ASSISTANCE

USEFUL INFORMATION TO READ FIRST:

1. Child care must be applied for **each semester**.

   Since we do not receive enough money to assist each person who applies, **you must apply early**. Ask Clare Fleming in the Special Populations Office when applications will be available for next semester.

2. You must have a Technical/Vocational major to qualify for child care assistance.

   This means you may major in **any certificate program,** or in any 2 year program leading to an **A.A.S degree**. (A.A. degrees and A.S. degrees do **not** qualify.)

3. You must be able to show you are income eligible. Your Pell Grant award letter shows us this.

   If you are not receiving a Pell Grant, talk to Clare Fleming. There may still be hope.

4. Our child care assistance program pays for YMCA child care at the Barney Gray Center on the Lee College campus. If the hours or program do not meet your child's needs, contact Clare Fleming.

STEPS TO FOLLOW:

1. Read and sign page 2.
   Complete page 3 of application down to solid line.
   Complete page 4 of application.

2. Take pages 3 and 4 of application with you to Barney Gray Child Care Center.
   Ask them to complete the bottom of page 3 for you, below the solid line.
   Give them page 4 of the application to keep for their records.

3. Return pages 2 and 3 to the Special Populations office, TV1 - Room 113.
   At this time, attach a copy of your permit to register (available in the admissions office) and a copy of your Pell Grant Award letter; both of these should represent the semester for which you are requesting child care.

DIRECTIONS TO BARNEY GRAY CHILD CARE CENTER (713-422-5073)

From the main campus, head west on Texas Avenue. Go one block past the intersection where Decker flows to the right. You will pass the Teachers Credit Union on your right, and the library on your right. Barney Gray is a one-story building which sits on the right, behind a playground with play equipment. Turn right into the driveway immediately before you pass the play equipment.

PARENTING SEMINARS

Effective Fall Semester, 1994, students receiving child care assistance will be required to attend three (3) brown bag seminars per semester in order to continue receiving child care. These will also be open to all Lee College students, and will cover parenting skills such as: discipline, helping children succeed in school, family violence, family safety, communication skills, etc.

I have read the above and understand that in order to continue receiving child care throughout each semester, I must attend each of the following three (3) seminars, held from 12:00 noon to 12:45 pm:

Wednesday, February 1, 1995

Wednesday, March 1, 1995

Wednesday, April 5, 1995

singature date

STILL HAVE QUESTIONS?

Contact: Clare Fleming, Special Populations
(713) 425-6559
Tech/Voc Building 1, Room 113

Office use only:
Date submitted____________________
Permit to register____________________
Pell Grant Award Letter____________________

____
semester for which you are applying

CHILD CARE ASSISTANCE APPLICATION

Name of Lee College student	SS#	
home phone number	message phone number	
street and apt. #	town	state zip
major	marital status: married/single/separated	

Pell Grant status: (circle one) approved pending
Award Amount:__________

Do you receive AFDC? (circle one) yes no
If yes, have you applied to NCI for child care assistance? (circle one) yes no
If yes, how recently?____________________

Do you receive food stamps? (circle one) yes no

Do you live in Public or Section 8 housing? (circle one) yes no

Children for whom you need child care:

Name	Birth Date	Age	Grade in School

THIS SECTION TO BE COMPLETED BY CHILD CARE CENTER

Based on the Lee College Student's request for services, we estimate weekly child care costs to be $__________.

signature of child care staff member	**name of child care center**

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RETURN THIS SHEET TO THE LEE COLLEGE SPECIAL POPULATIONS OFFICE

Dear Child Care Provider:

The student named below is applying for one semester of Perkins child care assistance. If approved, Lee College will notify you of this approval and will then provide you with necessary guidelines and invoices.

If you have questions, please contact:

Clare Fleming
Special Populations Office
Lee College
P.O. Box 818
Baytown, TX 77521
(713) 425-6559

TO BE COMPLETED BY LEE COLLEGE STUDENT:

Name of Lee College student SS#

home phone number message phone number

street and apt. # town state zip

Children for whom you need child care:

Name	Birth Date	Age	Grade in School

GIVE THIS SHEET TO CHILD CARE CENTER STAFF

PERKINS CHILD CARE ASSISTANCE GRANT: Lee College-Baytown, Texas

Weekly Class Attendance Form

Course Title	Time	M	T	W	TR	F	Tot.Hrs.	Instructor Signature

Student Name:________________________________ Week Of:____________

** Complete this form with your course names and times. At the end of each class period, place a check in the box under the days you were there, enter the total amount of hours you were in class that week, and at the end of the week have the instructor sign in the appropriate place, then take this form to the day care center you have chosen. **BE SURE TO TURN THIS FORM IN TO THE CHILD-CARE CENTER BY FRIDAY OF EACH WEEK.**

PERKINS CHILD CARE ASSISTANCE GRANT: Lee College-Baytown, Texas

Weekly Class Attendance Form

Course Title	Time	M	T	W	TR	F	Tot.Hrs.	Instructor Signature

Student Name:________________________________ Week Of:____________

** Complete this form with your course names and times. At the end of each class period, place a check in the box under the days you were there, enter the total amount of hours you were in class that week, and at the end of the week have the instructor sign in the appropriate place, then take this form to the day care center you have chosen. BE SURE TO TURN THIS FORM IN TO THE CHILD-CARE CENTER BY FRIDAY OF EACH WEEK.

Name______________________   I am in groups A__ B__ C__ D__ E__ F__

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15	a. Survival Skills b. Career Exploration	a. Career Exploration b. Survival Skills	a. Survival Skills b. Career Exploration	a. Career Exploration b. Survival Skills	e. Computers f. Intro to Computers
				9:40	**break**
				9:50	e. Intro to Computers f. Computers
10:00	**break**	**break**	**break**	**break**	
10:15	a. Survival Skills b. Study Skills	a. Study Skills b. Survival Skills	a. Survival Skills b. Study Skills	a. Study Skills b. Survival Skills	
11:15	**lunch**	**lunch**	**lunch**	**lunch**	**end of day**
12:00	c. computers d. read/write	c. read/write d. math	c. computers d. math	c. math d. read/write	
1:30	**break**	**break**	**break**	**break**	
1:45	c. read/write d. computers	c. math d. read/write	c. math d. computers	c. read/write d. math	
3:15	end of day	end of day	end of day	end of day	

LEE COLLEGE

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Women's Career Fair

"The Leader in You"

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When: Saturday, March 25

Time: 8:00 am - 2:00 pm

Place: Lee College Campus

LEE COLLEGE
P. O. Box 818
Baytown, Texas 77522-0818

Place
Stamp
Here

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Funded through the Carl D. Perkins Grant.

Lee College does not discriminate on the basis of sex, handicap, race, color, age, religion of national origin

Project Leeway of Lee College is delighted to present our first Women's Career Fair to the community. We focus on assisting single mothers and displaced homemakers with vocational training.

We are proud to announce that our featured luncheon speaker will be Dr. ***Guadalupe Quintanilla****, University of Houston Assistant Vice President for Academic Affairs. Dr. Quintanilla's reputation is outstanding as an inspirational speaker. Her life and accomplishments have been featured in numerous newspapers and magazines including Reader's Digest, the New York Times, Vogue, and People Magazine. She has received several presidential nominations and appointments. In 1983 she was nominated to the U.S. Commission on Civil Rights. In 1984, she became the first Hispanic U.S. Representative to the United Nations, and from 1986 to 1989 served as co-chair to the National Institute of Justice. In 1991 Dr. Quintanilla was appointed to the National Commission on Educational Excellence for Hispanic Americans in which she serves as vice chair.*

Three ***Break-Out Sessions*** *conducted by a variety of women from the community are scheduled to begin at 8:50 am, 9:40 am, and 10:30 am. We plan to have women speakers in the following careers:*

- *Human Resources*
- *Attorney*
- *Newspaper Editor*
- *Small Business Owner*
- *Petrochemical Analyst*
- *Engineer*
- *Physician*
- *Architect*
- *Real Estate Broker*
- *Accountant*
- *Dentist*
- *Veterinarian*
- *City Council Woman*
- *and more...*

Consultants and Exhibits *will include topics of concern to women, such as women's health issues, career options, and financial assistance.*

REGISTRATION FORM

To enable us to prepare for the luncheon, **please pre-register by Monday, March 20.**

Please enclose payment of $8.00 for lunch and hospitality with registration form. Luncheon tickets will be mailed to you if registration is received by March 8th. Otherwise, they will be held for you at the door.

Please make all checks payable to *Lee College*.

Name: ______________________________

Address: ______________________________

City: ______________ State: ________ Zip: ______

Phone: ______________ Fax: ______________

Method of Payment:

☐ Check

☐ Money Order

☐ Purchase Order

Mail to:
Clare Fleming
Lee College
P.O. Box 818
Baytown, Texas 77522

Bring to:
Lee College Campus
TV1 Building
Room #108

Cut Here

Sponsored by: Project Leeway
Clare Fleming, Coordinator
(713) 425-6559 or (713) 425-6524

Congressional Resolution Designating the Month of March as "Women's History Month"

Whereas American women of every race, class, and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways;

Whereas American women have played and continue to play a critical economic, cultural, and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home;

Whereas American women have played a unique role throughout the history of the Nation by providing the majority of the volunteer labor force of the Nation;

Whereas American women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation;

Whereas American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement;

Whereas American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history:

Now, therefore, be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled, that March is designated as "Women's History Month", and the President is authorized and requested to issue a proclamation calling upon the people of the United States to observe that month with appropriate programs, ceremonies, and activities.

Office of the Mayor
CITY OF BAYTOWN

Proclamation

WHEREAS, the Carl D. Perkins Vocational and Training Act provides funding to train displaced homemakers, single mothers and single pregnant women; and

WHEREAS, the month of March is Women's History Month; and

WHEREAS, Project LEEway of Lee College is funded by the Carl D. Perkins Vocational and Training Act to assist women in transition or other crisis situations, and stresses education and employment opportunities available; and

WHEREAS, Project LEEway assists women in career explorations, survival skills, basic academic skills, child care, transportation and books; and

WHEREAS, Project LEEway is providing a Women's Career Fair for the Baytown community on the Lee College campus,

THEREFORE, I, Pete C. Alfaro, Mayor of the City of Baytown, do hereby proclaim Saturday, March 25, 1995 as

WOMEN'S CAREER DAY

in Baytown and urge all our citizens to observe this day

In witness whereof I have hereunto set my hand and caused this seal to be affixed

Pete C. Alfaro

Attest: Eileen P. Hall

Date: February 16, 1995

LEE COLLEGE

Women's Career Fair

"The Leader in You"

Program

March 25, 1995

8:00 am	**Registration** Coffee and Donuts	Moler Hall Entryway
8:30 am	**Welcome** Introductions	Moler Hall, Room 101
8:50 am	**Breakout Session #1**	
	Courtney Harper, Courtney Harper & Partners Owning Your Own Architectural Firm	Science Bldg., Room 113
	Caroline S. Johnston, M.D. Being a Physician in Family Practice	Science Bldg., Room 114
	Linda Rowe, Human Resources J.M. Huber Hiring Practices: How to Get Hired and Stay Hired	Science Bldg., Room 112
	Lori Laird, Detective Baytown Police Department Women in Today's Police Force	Science Bldg., Room 205
	Lisa Urban, CPA Accounting for Today's Woman	Science Bldg., Room 230
	Benita Bufkin, Exxon Women in the Nontraditional Workforce	TVI Bldg., Room 114
	Debbi Kimmey, Classified Manager, The Baytown Sun Career Options for Women in Journalism	TVI Bldg., Room 119A
	Demetra Grevenberg Lee College Wellness Staff Demonstration and Tour of The Wellness Center	Gymnasium
	Cathy Allman, Ass't Analyst, Lyondell Petrochemical Empowering Self Esteem	TVI Bldg., Room 110
	Francene Beckford Lee College Allied Health Stressed Out	TVI Bldg., Room 118
	Carolyn Lightfoot, Director Computer & Communication Services, Lee College Visionary Leaders: Grace Under Fire	TVI Bldg., Room 117

11:15 am	**Displays** Women in History Flora Wilhite, Sterling Municipal Library Books By and For Women Suzanne Machala, Lee College Bookstore	Moler Hall, Room 101
	Consultant Booths	Gymnasium
11:45 am	**Luncheon** Catered by Teapot Depot, Highlands	Moler Hall Activity Center
12:15 pm	**Ruben de Hoyos** Hispanic Education Access Committee	
	Dr. Guadalupe Quintanilla, Keynote Speaker University of Houston-Clear Lake Assistant Vice President for Academic Affairs	
1:15 pm	**Awards and Acknowledgments**	
	Project Leeway Scholarship Recipients Susan Moore-Fontenot, Board of Regents Introduction of Project Leeway Advisory Board	
2:00	**Closing**	

Contributions

Project Leeway gratefully acknowledges the support and contributions offered by the following:

- Lee College Hispanic Education Access Committee for co-sponsorship of Dr. Quintanilla
- Region IV Education Service Center
- Global Homes Health Care Service
- Merle Norman Cosmetics
- American Red Cross
- Randall's Home Health Care
- Bay Area Women's Center

:40 am **Breakout Session #2**

Courtney Harper, Courtney Harper & Partners *Owning Your Own Architectural Firm*	*Science Bldg., Room 113*
Caroline S. Johnston, M.D. *Being a Physician in Family Practice*	*Science Bldg., Room 114*
Betty Glazier, Exxon *Career Options for Women in Engineering*	*TV1 Bldg., Room 114*
Shirley Williams, Owner *Art's Barber & Style Shop* *How to Start a Small Business*	*TV1 Bldg., Room 119B*
Linda Rowe, Human Resources *J.M. Huber* *Hiring Practices: How to Get Hired and Stay Hired*	*Science Bldg., Room 112*
Carolyn Cross, General Manager *Ron Craft Chevrolet* *Being a General Manager in the Automobile Industry*	*TV1 Bldg., Room 110*
Eva Benavides, Baytown City Council Person *Reaching Out to Your Community*	*TV1 Bldg., Room 118*
Lori Laird, Detective *Baytown Police Department* *Women in Today's Police Force*	*Science Bldg., Room 205*
Ronda Green, D.D.S. *Career Options for Women in Dentistry*	*TV1 Bldg., Room 205*
Lisa Urban, CPA *Accounting for Today's Woman*	*Science Bldg., Room 230*
Debbi Kimmey, Classified Manager, The Baytown Sun *Career Options for Women in Journalism*	*TV1 Bldg., Room 119A*
Myrna J. Dunn, Attorney at Law *Careers for Women in the Legal Field*	*TV1 Bldg., Room 115*
Betsy Johnson, Project Leeway Student *How Project Leeway Can Make a Difference in Your Life*	*Moler Hall, Room 101*

10:30 am **Breakout Session #3**

Carolyn Lightfoot, Director *Computer & Communication Services, Lee College* *Visionary Leaders: Grace Under Fire*	*TV1 Bldg., Room 117*
Betty Glazier, Exxon *Career Options for Women in Engineering*	*TV1 Bldg., Room 114*
Shirley Williams, Owner *Art's Barber & Style Shop* *How to Start a Small Business*	*TV1 Bldg., Room 119B*
Demetra Grevenberg *Lee College Wellness Staff* *Demonstration and Tour of The Wellness Center*	*Gymnasium*
Cathy Allman, Ass't Analyst, Lyondell Petrochemical *Empowering Self Esteem*	*Science Bldg., Room 114*
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Francene Beckford *Lee College Allied Health* *Stressed Out*	*Science Bldg., Room 112*
Ronda Green, D.D.S. *Career Options for Women in Dentistry*	*TV1 Bldg., Room 205*
Myrna J. Dunn, Attorney at Law *Careers for Women in the Legal Field*	*TV1 Bldg., Room 115*
Benita Bufkin, Exxon *Women in Nontraditional Workforce*	*Science Bldg., Room 230*

Project Leeway

Career Interests

Initial Survey

Please list below three career fields in which you are most interested:

Your Name

Today's Date

Project Leeway

Career Interests

Initial Survey

Please list below three career fields in which you are most interested:

Your Name

Today's Date

Project Leeway

Career Choice

Final Survey

Now that you are near completion of your first semester of college work, please take a few moments to tell us what career you have selected to study next semester. Try to be specific.

1st Choice ______________________________

2nd Choice ______________________________

3rd Choice ______________________________

Did the Career Exploration workshops with speakers from various occupations influence your decision at all? ___Yes ___No

Your Name

Today's Date

Project Leeway

Career Choice

Final Survey

Now that you are near completion of your first semester of college work, please take a few moments to tell us what career you have selected to study next semester. Try to be specific.

1st Choice ______________________________

2nd Choice ______________________________

3rd Choice ______________________________

Did the Career Exploration workshops with speakers from various occupations influence your decision at all? ___Yes ___No

Your Name

Today's Date

Final Comment Form

Below you will find several comments about the Survival Skills Workshops. Circle the number you think best describes your feelings about each comment. Remember to think of the workshops as a whole program when you answer.

1. I found the Survival Skills Workshops interesting.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the workshops is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend the series of workshops to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from the workshops when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the Facilitator did a good job of helping me learn about Survival Skills.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The Facilitator helped me feel good about the goals I accomplished during the workshops.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The Facilitator was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

10. The Facilitator encouraged all of us to be more independent and to help each other.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

Comments:

Final Comment Form

Below you will find several comments about the reading and writing class. Circle the number you think best describes your feelings about each comment.

1. I found the reading and writing class to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about reading and writing.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: ____

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Final Comment Form

Below you will find several comments about the math class. Circle the number you think best describes your feelings about each comment.

1. I found the math class to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about math.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: ______________________________

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Final Comment Form

Below you will find several comments about the College Study Skills class. Circle the number you think best describes your feelings about each comment.

1. I found the College Study Skills class to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about College Study Skills.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: ______________________________

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____

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____

Final Comment Form

Below you will find several comments about the Career Exploration class. Circle the number you think best describes your feelings about each comment.

1. I found the Career Exploration class to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. The worksheets were useful.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. The information presented during the class is helpful now as well as later.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I would recommend this class to a friend.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I intend to go back and use information I learned from this class when I need it.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I think I am now more capable of meeting my goals.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. I think the instructor did a good job of helping me learn more about careers.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

8. The instructor helped me feel good about my accomplishments in this class.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

9. The instructor was friendly and supportive and she was a good listener.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: ____

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Final Comment Form

Below you will find several comments about various aspects of Project Leeway Quickstart. Circle the number you think best describes your feelings about each comment.

1. I found the individual and group counseling to be beneficial.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

2. I found the testing was conducted with minimal stress, and helpful in giving me information about myself.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

3. I found the individualized computer program to be beneficial in reading.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

4. I found the individualized computer program to be beneficial in language arts.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

5. I found the individualized computer program to be beneficial in math.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

6. I found the computer lab, with the help of the lab assistant, to be beneficial to learning.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

7. (Answer only if you participated in the Lee College child care program):
I found the Lee College child care program to be of benefit.

1	2	3	4	5
Never	Almost never	Occasionally	Almost always	Always

COMMENTS: ____

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Name________________________

How has the LEEWAY program impacted you?

How do you feel about college compared to last fall before LEEWAY?

Would you recommend LEEWAY to your friends?
Why?

Have you benefitted from counseling this semester, either individual or group?
How?

Have you received tutoring this semester?
If so, is it of benefit?

How would you evaluate study skills/workplace readiness skills this semester?

APPENDIX

B

NEWS ARTICLES

Pony Express 6/20/95

College seeks adult students for education prep program

Lee College in Baytown has openings for a five-week program that will prepare adult students to pursue high-skill, high-pay careers.

Project Leeway is a grant-funded program for adults returning to school after a break in their schooling, according to Clare Fleming, Project Leeway coordinator. Program costs are covered for students who qualify.

Project Leeway assists with college enrollment and career exploration so students can learn about high-skill, high-pay jobs. Also, the program pays for costs such as child care and textbooks and otherwise supports the students as they prepare for a career.

"Many students who have just completed a GED (General Equivalency Diploma) or who have been out of school for a time, have trouble with their first semester of college," Fleming said. "This program helps people continue to develop the basic academic skills they'll need before they begin studying in their actual vocation."

Project Leeway will begin July 12 and continue through Aug. 16. Students will meet Monday through Thursday, beginning at about 7:30 or 8 a.m. until about 3 or 3:30 p.m., according to Fleming. Students also will meet on Friday, but only during the morning.

Project Leeway is for adults who are planning or wanting to enroll this fall at Lee College, particularly students who have been out of school for a while and need to brush up on their skills in reading, writing and/or mathematics.

"We want to enroll people who are going to benefit from an intense five-week program in remediation," Fleming said, "so they will succeed when they start college this fall."

Results of Lee College placement testing and other evaluations will determine selection of students for Project Leeway, Fleming said. The program is for adults who need extra help in reading, writing and/or mathematics before they start college.

Lee College received Project Leeway funding for one proposal to serve single parents, displaced homemakers and single pregnant women, and for another proposal to serve anyone who may want to explore non-traditional career options, such as a man who might become a nurse or a woman who might study drafting.

"Women are often unable to support a family unless they're willing to look at a non-traditional career, which pays better," Fleming said. She added that funding for Project Leeway includes child care assistance.

During the five weeks before the fall semester, students will learn college study skills, explore a variety of careers—especially non-traditional careers, and participate in a "survival skills" workshop that will cover coping with crisis, legal rights, child management, health management, nutrition, budgeting and more.

Career exploration activities will include career interest testing and speakers—usually women—who work in all sorts of fields.

Project Leeway students will receive immediate assistance with the financial aid-application process for the 1994-95 school year, according to Fleming. She said they also will receive help with the Lee College enrollment process for the fall semester.

For more information about Project Leeway, call Fleming at (713) 425-6559.

Baytown Sun
3/23/95

Lee College...

MAUDE MOLER HALL

Clare Fleming, left, Project Leeway coordinator at Lee College, receives a mayoral proclamation for Women's Career Day from Eva Benavides, Baytown City Council member. Women's Career Day will be observed Saturday, March 25, in Baytown in connection with a women's career fair at Moler Hall on the Lee College campus. Benavides will be one of more than 15 speakers at the career fair.

Baytown Sun 3/24/95

Lee College Project Leeway women's career fair Saturday

Quintanilla

Adult women and emale high school seniors and uniors are nvited to attend a Lee College Project Leeway career fair on Saturday to learn about "The Leader in You."

The program, scheduled for 2 p.m. Saturday at Lee College, will cost $8 per person, and will feature guest speakers and breakout-session discussions about career opportunities for women in particular fields such as politics, architecture, medicine, real estate, journalism, law, accounting and management. Other sessions will focus on personal development.

In addition to the sessions, Dr. Guadalupe C. Quintanilla, assistant vice president of the University of Houston, will provide a luncheon address.

Also, two Lee College scholarships, valued at $200 each will be awarded. One will go t a woman currently out o school or already attending Le College, and the other will b awarded to a high school senio planning to attend Lee College.

For more information, cal 425-6559 or 425-6524.

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Page 5-A
THE BAYTOWN SUN
Wednesday, March 22, 1995

Career fair for women Saturday at LC

An upcoming career fair will feature presentations from women in more than 15 career fields, the awarding of two Lee College scholarships, displays and information booths, a catered lunch and a motivational speaker.

The career fair, titled "The Leader in You," is for adult women, down to and including high school juniors.

The career fair is set for 8 a.m. to 2 p.m., Saturday at Lee College. It is sponsored by the Lee College Project Leeway program. Cost is $8 per person.

Women professionals will present break-out sessions either on a particular career, such as Dr. Caroline Johnston's talk on becoming a physician, or on an important aspect of the work world, such as "Hiring Practices: How to Get Hired and Stay Hired," which will be presented by Linda Rowe, human resources representative for J.M. Huber Corp.

The number of women entering traditionally male-dominated fields continues to increase. This career fair will encourage this trend, with breakout sessions such as "Career Options for Women in Engineering," which will be led by Betty Glazier, engineer for Exxon Chemical Co.

Curious about architecture? Politics? Management? Starting a business?

Courtney Harper of Courtney Harper & Partners, will present on "Owning Your Own Architectural Firm." Eva Benavides, member of Baytown City Council, will present on "Women in Today's Politics." Carolyn Cross, general manager of Ron Craft Chevrolet, will discuss "Being a General Manager in the Automobile Industry." Shirley Williams, owner of Art's Barber & Style Shop, will present on "How to Start a Small Business."

Breakout sessions on personal development topics will include "Visionary Leaders: Grace Under Fire," "Wellness for Today's Women," "Stressed Out" and "Empowering Self-Esteem."

Speakers remain to be confirmed for breakout sessions on police work, veterinary medicine, dentistry, accounting, real estate, journalism and law.

Two Lee College scholarships, valued at $200 each, will be awarded at the career fair. A woman who is either out of school or currently attending Lee College will receive one of the scholarships. The other will go to a high school senior planning to attend Lee College.

A committee is finalizing scholarship selection criteria, which will include academic record, community involvement and economic circumstances. The scholarship recipients must intend to pursue technical studies at Lee College.

For a scholarship application, call Clare Fleming, Project Leeway coordinator, at 425-6559.

Lunch will be catered by Teapot Depot of Highlands.

Luncheon speaker will be Dr. Guadalupe C. Quintanilla, assistant vice president for academic affairs at University of Houston and an associate professor in the Department of Hispanic and Classical Languages. Quintanilla is known nationally for her work as a university administrator and her expertise in cross-cultural law enforcement training.

Displays and booths at the career fair will provide information about women's health issues (mammograms, pap smears, blood pressure, etc.), area companies and businesses, and education programs and financial aid at Lee College.

For more information about the career fair for women, call Fleming at 425-6559 or Lillian Walker, Project Leeway program specialist, at 425-6524.

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